DOCUMENT RESUME

ED 166 910 EC 113 678

TITLE	A Comprehensive Study Into the Effects and Changes Upon Professional Staff of Montgomery County Intermediate Unit 23 as a Result of IEP Implementation.
INSTITUTION	Montgomery County Intermediate Unit 23, Blue Bell, Pa.
PUB DATE	Apr 78
NOTE	213p.; Not available in hard copy due to print quality
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Attitudes; Elementary Secondary Education; Exceptional Child Research; *Handicapped Children; *Individualized Programs; Surveys; *Teacher Attitudes

ABSTRACT

The report presents results of a survey of Montgomery County (Pennsylvania) Intermediate Unit 23 special education staff (supervisors, master itinerant teachers, teachers, clinicians, therapists, psychologists, social workers and instructional aides) regarding problems with individualized education programs. Problems and solutions found from open-ended surveys are summarized by 12 program areas: educable mentally retarded, hearing, learning and adjustment, learning disabilities, physically handicapped, severely/profoundly mentally retarded, trainable mentally retarded, gifted, speech, vision, aides, and social workers. Recommendations are made for financial reimbursement or compensatory time benefits for staff to fulfill increasing responsibilities associated with P.L. 94-142, the Education for All Handicapped Children Act. The bulk of the document is composed of appendixes, including a sample survey form, impact sheet form, and edited comments arranged by program. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED166910

A COMPREHENSIVE STUDY INTO THE EFFECTS AND CHANGES UPON PROFESSIONAL STAFF OF MONTGOMERY COUNTY INTERMEDIATE UNIT #23 AS A RESULT OF IEP IMPLEMENTATION

BEST COPY AVAILABLE

AS COMPILED BY:

LIAISON IEP SUBCOMMITTEE
APRIL, 1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Barton B. Proger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EC113678

MONTGOMERY COUNTY INTERMEDIATE UNIT #23
SPECIAL EDUCATION CENTER
1605-B WEST MAIN STREET
NORRISTOWN, PA 19401

CONTRIBUTIONS

MONTGOMERY COUNTY INTERMEDIATE UNIT
LIAISON IEP SUBCOMMITTEE

Phoebe Baxter.....	Gifted Representative
Betsy Benica	Instructional Aide, Trainable and Severely Profoundly Mentally Retarded
Basil Bly	Speech
Mary D'Ippolito.....	Learning Disabilities
Marilyn Fox	Learning and Adjustment
Randi Goldis	Hearing
Phil Juska	Educable Mentally Retarded
Jeannette Maitin.....	Trainable Mentally Retarded
Deb Marinello*.....	Chairperson, Trainable Mentally Retarded Physically Handicapped
Margaret O'Brien.....	Instructional Aide, Learning and Adjustment
Anne Schankel.....	Social Worker
Nance Thompson.....	Vision

MONTGOMERY COUNTY INTERMEDIATE UNIT
BOARD IEP SUBCOMMITTEE

Ruth Buescher	Colonial School District
Ellen Burrows*.....	Chairperson, Upper Dublin School District
Greg Golazeski.....	North Penn School District
Dr. Dennis U. Harken	Executive Director, MCIU
Dr. J. Steven Banks	Director of Special Education, MCIU

*Special Note of Thanks to:

Dr. Barton B. Proger, for his unlimited amount of time, support and assistance throughout our entire endeavor

and

Project Aid Facilitators and Secretarial Staff, for their generous cooperation and hours of help in finalizing this report.

TABLE OF CONTENTS

I INTRODUCTION

II DATA COLLECTION AND RATIONALE

III SURVEY RESULTS

IV INDIVIDUAL PROGRAM SUMMARIES

V SUMMARY OF PROGRAM IMPACT SHEETS

VI OVERVIEW

VII RECOMMENDATIONS

VIII APPENDICES

A. SURVEY FORM

B. IMPACT SHEET FORM

C. EDITED COMMENTS ARRANGED BY PROGRAM

I. INTRODUCTION

It was at this time one year ago, that the Professional Liaison Committee of Montgomery County Intermediate Unit had begun to express grave concerns about newly announced Individualized Educational Programs (later to be called IEP's) and their impact upon our teaching staffs. Many premonitions and fears had been anticipated then, and yet, due to lack of supportive information and collective data, were considered to be premature and possibly unfounded. We had agreed, therefore, to return to the Montgomery County Intermediate Unit Board, later in school year 1977-78, after having experienced IEP implementation in Fall 1977; and, at that time, discuss what changes had occurred. We were also unaware that timelines according to State Standards dictated completion of IEP workload by October 1, 1977.

Presently, we are reviewing the events which took place in regard to the crisis implementation of P.L. 94-142 in this county, its impact on our classes, and implications for future planning. In order to substantiate our position for Board consideration, we have compiled information from Montgomery County Intermediate Unit employees, so that you can hear in their words (anonymously) what problems they have encountered.

DATA COLLECTION

II. DATA COLLECTION

On February 13, 1978, a meeting was held in Blue Bell of IEP Subcommittees consisting of Board members (Mrs. Ruth Buescher, Mrs. Ellen Burrows, Mr. Greg Golazeski) and program representatives from Montgomery County Intermediate Unit Liaison Committee, to discuss which method would be exercised to bring the IEP impact into focus. Drs. Harken, Banks and Proger were also in attendance to provide whatever consultation or clarification was needed.

SURVEY DESIGN

1. It was suggested that an individual open-ended survey was the most comprehensive means by which data could be collected. Twenty-two (22) areas (A-V) along with three additional questions were decided upon for inclusion into the survey. Other information included: position, program, type of class and level. (Refer to Appendix A.)
   Divided into two columns, the IEP impact survey provided the staff an opportunity to list Problems, along with Possible Change. It was further agreed to disseminate these surveys to staff (Intermediate Unit Supervisors, Master Itinerant Teachers, Teachers, Clinicians, Therapists, Psychologists, Social

Workers and Instructional Aides) via program supervisors. This method was hopefully an additional way to present new data, being careful not to duplicate efforts of Federally funded Project PIE (Partners in Education), already underway to determine the precise number of hours spent for each facet of IEP process per selected staff members. It was known that results of Project PIE would not be available for consideration until perhaps the end of this school year.

2. An additional group study was developed by the IEP Liaison Subcommittee to present numerical data on the total amount of time spent in key portions of IEP processes within each given program. (This Group Impact Sheet, as it is called, can be found by reference to Appendix B.) It should be realized that these figures are only estimates of the variables studied.

We felt that a mixture of both affective and numerical factors would be necessary in order that a complete perspective of IEP related concerns could be ascertained.

It is most important for all who consider these results, to bear in mind why the emphasis on structured and open-ended questions was chosen. It was agreed between the two subcommittees that everyone needed information about specific problems among programs and specific remediations of those problems (by program) as well. Clearly, while a much more objective (a totally numerical survey) would have been simpler to present and comprehend, such clean results would have made few implications to improve the IEP process and the roles within it. In effect, the subcommittee agreed to proceed with a structured interview converted into paper and pencil survey form.

While it is crucial to gather highly objective, descriptive and numerical data about the IEP process, such data requires a great deal of interpretation in order to make major decisions on simplifying IEP procedures. Essentially, this survey was based on on the methodology of formative Program evaluation (which is geared toward decision making during the course of an ongoing process - i.e. IEP), rather than on summative program evaluation, which, like numerical data, focus upon events that have occurred

in the past and have little to do with day-to-day decision making.

Further, another major area of possible concern for a study of this sort, is that any Representative and/or Unique comments that have been registered in the appendices, are dependent upon a small representative number of opinions, deciding what should or should not be included. However, it must also be remembered that those persons who arbitrarily made those decisions were given general directions to record substantive comments on problems and recommendations according to individual discretion.

III. SURVEY RESULTS

Once surveys were dispersed and returned, Liaison IEP Subcommittee members along with Dr. Proger, attempted to categorize each according to program. The following pages indicate the response rate by 1) program percentages and 2) Position Grids - (type and level of class.)

The next facet of the operation, concentrated on Liaison IEP Subcommittee members to edit the surveys exclusively by program. It was in this way that we were able to realize the extensive overlap of concerns across programs, and yet simultaneously, discover individual program concerns. Appendix C has been attached for further information, if desired. You will find an assortment of edited comments which are either Representative or Unique. We would like to state that each of the comments were reviewed and selected by careful attention. Original copies of individual survey returns are still on file in Dr. Proger's office.

*POSITION GRIDS

RESPONSES BY TYPE OF CLASS AND LEVEL

Teachers	Preschool	Elementary	Secondary	No Response
Resource	-	5	3	1
Self-contained	1	34	24	2
Itinerant	-	-	-	-
No Response	-	1	-	2

Aides	Preschool	Elementary	Secondary	No Response
Resource	-	2	3	-
Self-contained	-	4	12	-
Itinerant	-	-	-	-
No Response	-	2	-	5

MIT/Gifted	Preschool	Elem.	Elem.Sec.	Sec.	No Response
Resource	-	-	-	-	-
Self-contained	-	-	-	-	-
Itinerant	9	8	6	1	2
No Response	-	-	-	-	-

Speech/ Vision/ Hearing	Pre./El.	Pre./El./Sec.	Elem.	Elem./Sec.	Sec.	No Response
Resource	-	-	1	-	-	-
Self-contained	-	-	1	-	2	-
Itinerant	1	3	17	32	-	4
No Response	-	-	-	-	-	-

*These figures are based on initial survey returns and are approximate tallies.

*PROGRAM SURVEY RESULTS

Program	Supervisor	Teachers	Aides	MIT's	** Total
Hearing	100%	76%	50%	-	75%
Speech	0%	77%	-	-	74%
L&A	25%	39%	6%	45%	26%
LD	0%	55%	41%	80%	50%
EMR	50%	71%	0%	-	55%
PH)		100%	83%	-	85%
SMR/PMR)	50%	58%	26%	-	42%
TMR)		64%	36%	-	52%
Gifted	0%	66%	-	0%	57%
Vision	100%	92%	50%	-	73%
Position Results	27%	61%	23%	52%	***

*Based on compiled information these figures are approximate percentages and may vary depending upon uriform program statistics.

**Total % = number returned surveys divided by number staff persons

*** In addition to all of the above results, all psychologists responded, 3 out of 11 social workers responded, 1 out of 8 psychiatrists.

IV. PROGRAM SUMMARIES

The accompanying pages, compiled by the IEP Liaison Subcommittee representatives, provide narrative summaries concerning those major points from individual surveys which need emphasis and consideration. You may read through and find many problem similarities across programs; however, be mindful of individual program concerns and remediations, as well.

Educable Mentally Retarded

Hearing

Learning and Adjustment

Learning Disabilities

Physically Handicapped

Severely/Profoundly Mentally Retarded

Trainable Mentally Retarded

Gifted

Speech

Vision

Aides

Social Workers

EMR TEACHERS

The major areas of concern among EMR teachers seem to be time, program disruption, communication among those involved in the development of an IEP, clerical work, and staff morale. EMR classes typically do not have aides or assistants so the teacher is totally involved with her class the entire day. Regular classroom planning, not to mention the extra work created by P.L. 94-142, must be left to after school hours. Our teachers have always considered this after school planning time to be necessary in order to provide a quality program and willingly put in the time. Their efforts to develop and implement IEPs have not only cut into this planning time, but also greatly multiplied the number of hours of personal time they have had to spend on schoolwork. Several of their comments sum up their concerns in this area:

"Since most planning is done on my own time anyhow, IEP work increased the (personal) time I had to spend on 'schoolwork'".

"I love my job but the amount of work which cannot be done during 'working time' is getting out of hand. Occasional early dismissals which I had previously used for the above responsibilities, were taken away recently as a result of a parent complaint."

"It seems that the parents are demanding more but aren't willing to allow the time it takes to do a good job."

More succinctly, "Paperwork has become more burdensome! In addition to daily lesson planning (based on continuous criterion,referenced measurement and sequential learning objectives) paperwork and classroom responsibilities, all other extra forms, reports, IEP activities, etc. take up many hours of personal time."

The concerns about communication point up an interesting conflict and are nicely summed up in this quote: "It has been difficult all year to find time to communicate with all team members (e.g.; speech therapists, parents, physical education teachers, etc.). It is nearly impossible for the necessary conferencing to happen during school hours. This conferencing is most important to the process but teachers are going to be asked to do this as part of their on-going teaching duties with no remuneration or release time. Will instructional planning time be sacrificed to write IEPs and perform conferencing or will time for IEP writing and conferencing be sacrificed so that there may be appropriate instructional planning? Communication about IEPs is time consuming. Teachers must either find time in their already busy day to do this (to the deficit of planning and instruction) or not do it to the deficit of the IEP process." Other communication problems included availability of telephones in school buildings and the inconvenience of mailing so many forms. When phones were not available in schools, many teachers were forced to call from home in the evenings, absorbing the cost of long distance calls.

Many suggestions were offered as solutions to some of these problems. The use of personal time cannot be avoided but "allowance and payment for more planning time and/or payment for planning and writing IEPs" would help. Communication could be speeded up by "allowing teachers to keep records in a locked file at their own school" and "having an I.U. phone in district buildings where there are several I.U. classes". Some paperwork and duplication of effort could be eliminated by incorporating the IEP process with reporting and conferencing procedures which already exist. Perhaps increased secretarial help at the program level could absorb such clerical duties as scheduling, mailing, phoning, etc.

A number of teachers indicated that the IEP process is beneficial in that it involves the parents, but questioned the utility of these mandates at the I.U. level since parent participation is already an integral part of our programs. This is evidenced by such comments as "Parents who were never involved at all in their child's educational program can now have a say in what happens. This has led to better parent/teacher relationships in most cases", and "I see the benefit of having parents involved in the educational process, but I feel we (I.U. classes) have always kept in close contact with parents and keep voluminous records for reporting, etc."

One final quote clearly and professionally sums up the feelings of many teachers at this time: "This school year has been demanding for many people involved in Special Education. Morale among teachers seems to be very low. It really is a shame that so many good people are looking elsewhere for a job, questioning whether education as a career is really worth it. Administrative support (in the form of financial consideration, procedural efficiency, and appropriate policy revision) to indicate the concern for those of us involved as employees would help."

mlm

ITINERANT HEARING CLINICIANS

The following is a summary of the problems encountered by the hearing clinicians who responded to the I.E.P. Committee's Survey Form. Most comments dealt with time limitations and district and I.U. policy differences.

I. Time Limitations
   a) The quality of evaluations, conferences, I.E.P. planning, therapy planning and writing suffered in order to meet a deadline. This may be solved by the spacing out of student's I.E.P.s if hearing therapy is the primary placement. It was also suggested that more paid evening hours at various locations would help.
   b) Therapy time had to be canceled to schedule conferences which itinerants had no control over.
   c) The Supervisor was unavailable due to her I.E.P. functions. One therapist suggested not making her the LEA Representative.
   d) Too little time to confer with I.E.P. team members and classroom teachers about progress because of conferencing schedules and time restraints and conflicts.
   e) Clerical work took a lot of time. One clinician complained about the time lost waiting for a copy machine.
   f) There is too much referral paperwork.

   On the whole, it was felt that too much personal time was spent with the I.E.P.s.

II. District and I.U. Policy Differences
   a) The nurses were not sure of the referral procedure. A suggestion was made that there should be more in-service training in this area and less changes in procedures and forms.
   b) The districts are sitting on referrals because psychologicals are due before assessment.
   c) The lack of school space and a private telephone - a solution to the telephone problem could be to use home phone if a log is kept. It would also help to have a phone available to the hearing staff at the I.U. office.
   d) District personnel are unclear as to their own responsibility and our relation to them.

III. Other Noteworthy Comments Dealt With:
   a) The parents confusion with the I.E.P. language and paperwork.
   b) The need for more paid in-service and workshops during the summer for developing assessment procedures and program objectives. This is currently being done during the school year.
   c) The uselessness of the computer.
   d) One clinician responded that a beneficial result of the I.E.P. process was that it resulted in, "better informed and more cooperative parents and classroom teachers and more consistency, continuity and efficiency in services offered to the student."
   e) Another warned us that, "if it becomes too diverted and regimented; i.e., beyond the limit where a clinician can maintain a sensitivity to a child's real problem and have sufficient time for adequate daily preparation and for enrichment reading, the program will defeat its purpose."

mlm

HEARING TEACHERS

The following is a summary of the hearing impaired teachers' responses to the IEP committee survey.

a) IEPs took too much time away from regular classroom planning. Reasonable deadlines would help.

b) Children had to be pulled out of the classroom at irregular times to meet specialists' deadlines so routine classroom activities were difficult to establish.

c) Supervisors' contact was diminished due to IEP pressures.

d) Student records are not located in the building where the teacher works. It is difficult to find time to get to the other building before it closes at 4:00 P.M. It would help to locate student records in office in which classroom is located.

e) IEPs all done with personal time. Allow compensation time well in advance of deadline.

f) Most team meetings and conferences must be held after schools' hours.

g) Time for IEP activities should be incorporated into the school calendar.

h) Changes of forms and changes in information caused time and energies to be wasted.

i) Provide copy of forms for teachers or allow them to keep the originals.

j) Have typist available.

A positive aspect of the IEP process was that the teachers had a tangible document as a guide for daily activities and long-range plans. It is felt that this could be a good reference for parents also, but in an abbreviated form.

L&A TEACHERS AND MITS

PROBLEMS

This group of teachers stated that IEP writing interfered with the establishment of classroom routines and itinerant functions. Many teachers found little or no time left for planning in school and some teachers had to do IEP writing and classroom planning at home. Instruction and therapy times were hindered by IEP writing. Relationships improved between teachers and parents through the IEP process but the teacher-student relationships suffered. These teachers felt that the great amount of testing also hindered the class process. Some teachers have requested that more testing materials be made available.

The responses concerning the new referral procedure suggest that regular classroom teachers have indicated a reluctance to make referrals and that when referrals are made placements are delayed. These special education teachers would like to take part in the writing of IEP's for new children.

SUGGESTED SOLUTIONS

Some method must be devised to help classroom teachers with the additional paperwork. One suggestion was that early dismissal days once a week could be used for this paperwork. Inservice days could be provided to do clerical work. Many teachers felt that there is excess paperwork and some of it could be eliminated or that clerical workers could fill out forms. Also, there are districts that need more inservicing to make the IEP process run smoothly. These teachers should get release time or be paid on an overtime basis for writing IEPs as most of the writing is done after school hours.

LD - IMT's

The IEP has changed the role of the IMT. Instead of spending time on program development and spending time in classrooms assisting teachers and gaining first hand knowledge of students, the IMT is writing IEP's, making phone calls, setting up appointments, attending conferences and just plain trying to coordinate IU and district procedures for the IEP process as well as doing excessive amounts of paper work and clerical activities.

The most distressing thing is that all the time spent in the IEP process is literally a waste of time because the final document is so much more general and vague than the objective based educational program that the LD program already has. There has always been teacher-parent conferencing to discuss present educational levels and programming as well as ongoing contact with parents to discuss the student's progress based on the ongoing record of academic strengths and weaknesses revealed through criterion referenced testing. In essence, the IEP process is a step backward for the IU, LD program, and it has been an exercise in agony because it has only promoted duplication of work-rewriting goals and objectives.

LD TEACHERS

The IEP process demanded excessive amounts of time.

1. Because of time needed for the IEP process, classroom routines were not established until very late in the fall.

2. Classroom instructional time was limited.

3. IMT's time spent helping in the classrooms was prohibited and taken up by IEP activities.

4. IEP conferencing time was difficult to arrange to accommodate parents, and LEA's.

5. Much personal time was required to write IEP's, make phone calls and do clerical tasks.

6. Planning time was non-existent. It was needed for IEP writing, conferencing or clerical tasks.

7. Time taken away from students limited pupil-teacher relationships.

8. Time demanded of aides was of a different nature, many aides performed as teacher.

9. Conferencing time was overwhelming because of initial IEP conferencing, progress report conferences and IEP review/ revision conferences.

10. The IEP took much time only to duplicate information because the LD program has an objective based educational program monitored by criterion referenced tests.

11. A lot of in-service time was spent on IEP related activities and not on programs about new methods, materials, trends, research or testing procedures in the field of special ed.

TO SUM IT UP, TIME WAS AT A PREMIUM.

SOLUTIONS

To limit time needed for the IEP process and provide more time for teachers to spend with students:

1. Forms should be shortened.

LD TEACHERS (CONTINUED)

2. Secretarial staff should do much of the clerical work.

3. Have early release once a week or have students take special classes (art, music, or gym) as a class instead of mainstreaming,

4. Provide personal and academic information on students, one week prior to the student's arrival.

5. Schedule conferences during any free periods.

OTHER SOLUTIONS FOR TEACHER AGGRAVATION CAUSED BY IEP's

1. Provide more compensatory time.

2. Provide reimbursement for personal time.

There is much time and money wasted as a result of IEP's and without IEP's much of the money could be used to establish new classes for each exceptionality and teachers would have time to do their job - evaluate and teach on an ongoing basis throughout the school year.

es

PHYSICALLY HANDICAPPED & MULTIPLY HANDICAPPED

It seemed evident that classroom routines and planning time were greatly altered by IEPs. Scheduling times for parents, teachers and therapists was of major concern due to time lines and also because of additional burdens placed upon each of them to coordinate and synchronize "mutually agreeable" dates. Many records were unable to be properly assessed as were the student evaluations, so needed as vital part of IEP itself.

Overall, many teachers felt the imposition placed upon their instructional aides was unrecognized and that the risk of responsibility, while left alone with the class was of major concern. Phone availability for contacts was also a major obstacle.

Use of personal time to do any of thefunctions required by the IEP was abused. Many felt that compensation for work after regular school working hours was an absolute necessity to consider. It was mentioned that teaching has no longer become enjoyable due to pressure on staff members to complete IEPs, satisfy state mandates and parents and still do an effective job teaching as well!

Including the request for compensatory time after regular school day, further suggestions were made to set aside in-service days to be used for IEP functions. Also, installation of more phone lines should be considered.

PHYSICAL THERAPISTS

It was felt that there was hardly enough time to have effective therapy and therefore more qualified therapists on staff are needed. Too much paperwork interfering with IEP completion and evaluation reports implied the need for free schedule days to get job done effectively, and for total team conferencing. More phones are also extremely necessary.

SMR TEACHERS

Some teachers thought that due to an excess amount of personal time spent on the IEPs, release time and/or early dismissals once a week should be used for classroom planning time. A few people said that computer forms and other records are a waste of the teacher's time, and that this responsibility should be given to someone else. Some people also thought that progress reports will now be a waste of time because the IEP should cover this. The availability of more telephones is apparently needed in some buildings. Alternatives to the present conference scheduling were numerous: conference days built into the school calendar, conferences to be held when school is not in session (after school, etc.) so teacher will not have to be out of the room, provide substitute teachers on conference days, hire roving aides and have 2 in the class while teacher is out, hire (or use present) aides with some level of college training in special education and leave them in charge while teacher is out of the room.

In general, most people saw the benefits of the IEP because it made the parents more aware of their child's educational program, and because each child now has a detailed plan that can be passed on from year to year. Some general problems included: too much importance placed on small details, the necessary forms and record keeping is time consuming, an additional strain on parent/teacher relationships, and a lack of communication between IEP team members. Next year's problems were foreseen as the same as this years's - mainly inadequate time and compensation.

TMR PROGRAM

The major problem expressed by the TMR teachers was that because of IEPs there was little or no time during the first two to three months for establishing class routine; proper planning of curriculum and related activities; relevant instruction rather than busy work; speech, vision, hearing, and physical therapy, developing and nourishing personal relationships with students; parent interaction in non-pressured situations; routine contacts with supervisors and proper screening and assessment of students, particularly new ones.

Many problems were directly related to the IEP process itself. There was insufficient time to plan for the conferences; it was difficult to get together with all other team members, for any length of time because of scheduling conflicts; a problem arranging meetings with parents, especially those with full time jobs; a problem getting referral information from other districts; and difficulty getting to and taking out student records...which were sometimes located 10-12 miles from the teaching site. It was extremely difficult to find an available telephone necessary for contacting other members of the IEP team and parents. Often teachers had to use their home phones and absorb the costs. Teachers were forced to become full time secretaries in addition to their instructional duties. The many forms, often with repetition of information, and the writing of the actual IEPs were much too time consuming. Project Aid was perceived to be helpful.

In addition, the teachers are concerned about the undue pressure placed upon their aides. They were, because of the necessity of teachers being absent from class for phone calls, conferences, etc. ...given inappropriate covering responsibilities and instructional duties, for which they received no compensation.

Teachers had to use an inordinate amount of personal time to complete the IEPs. This involved meetings after school with working parents, phone calls, writing, and looking at student records. There was some compensatory time available, but it was not announced until many teachers had already finished the major part of their IEPs. Compensatory time had to be used, under supervision, at the Special Ed. Center which is a great distance from the home school of many teachers.

Teachers offered many solutions to these problems. The primary solution was more release time. One suggestion is that twice a month each teacher would be given one half day for IEP related activities. This could be handled by early dismissals for students or using substitute teachers. Other ideas are one full week, in August or October, devoted to IEP activities and regularly scheduled late arrivals. It is felt that compensatory time might be better on a per diem

rather than hourly basis, and should be arranged at teaching site. In order to lessen clerical duties and related problems, each teacher should have, in her school, a copy of each student's educational profile; should only have to fill in new information on the plethora of forms coming from the IU, not have input of information gained previously; have more phone lines available; should be repaid for expenses incurred when using their home phone and/or additional postage when IEPs were over the 13¢ weight limit. Above all, as a time saver and for ease of reading...all IEPs should be typed by secretarial staff assigned to that duty.

Some of the benefits perceived were that parents and teachers had an opportunity to become partners in education; IEPs provided a chance to formalize needs and curriculum for each student. There were, however, some teachers who felt that the IEPs were merely "busy work". Teachers did feel that an IEP related report card would be beneficial and should be developed.

Though it is felt that the Spring review will be less pressured, it will still take time away from students.

As one teacher so aptly put it: "The frustrations of form upon form, phone calls, meetings, changes in procedure (what seem like) every other day, have taken a large portion of joy from teaching,.....".

GIFTED PROGRAM

Although, we were given until September, 1978 to write our IEP's, no released time was incorporated into the procedure. In March of 1978, three substitutes were made available to the staff for a program total of 88 days but by this time many teachers had begun the IEP process. With an average of 75 IEP's for each teacher to write, it was felt by the staff that the IEP process had detracted from classroom procedures and lessons. Many parents of the gifted have requested conferences. Therefore, the IEP process has taken approximately three hours per child. As each teacher has an average of 75 students, this has required a phenomenal amount of time. It is difficult to contact parents, especially those who worked, and often phone calls had to be conducted at night from a home phone. Often, district phones were not available. It is felt by the staff that more than 8 days released time is necessary to phone and meet with parents, develop and write IEP's. We need at least three weeks released time to develop IEP's. In some districts where typists and clerical aides are not available, the work involved with clerical responsibilities is an additional, overwhelming burden.

Recommendations include:

1. Either the program be closed for a period of time or substitutes be provided for IEP writing.
2. Clerical staff through the Intermediate Unit be made available.
3. Some arrangements should be made to use district phones for conferences.
4. Project AID should be continued as the staff has been extremely helpful in solving difficult problems.

The major concern of the gifted staff is that with up to 88 students per teacher and with many of our parents requesting conferences, released time for IEP development is essential.

Speech Clinicians

"I think its all been said - frustration, resentment, guilt, anger, dispair, excessive pressure, lost therapy time, you name it, it's been a major disaster."

Generally, this expresses the sentiments of all those speech and language clinicians responding to our survey.

What then are the reasons for such a negative assessment of the IEP process and its impact?

They include the following: 1. Numerous job responsibilities which can no longer be satisfied. In addition to being responsible for every step of the screening-diagnostic-theraputic process for no less than 60-80 children we are expected to keep accurate records which involve numerous computer forms, make referals, be consultants to district personal and parents, provide speech improvement classes, provide in-services, and address community groups. 2. Loss of therapy time. 3. No "think time", planning time, or preparation time for therapy. Note that in many cases we must develop our own "curriculums." 4. Lack of time for adequate diagnostics. 5. Enormous, over-whelming, endless amounts of clerical-secretarial work most of which must be done on personal time without compensation. 6. Inaccessability of phones. 7. Inability to follow-up on referrals immediately. 8. Establishment of high legal-clerical priorities in place of teaching priorities. 9. Criticism by parents, teachers, and administrators. 10. Apathy, resentfulness, and defensiveness of parents. 11. Meager benefits the IEP process provides. 12. Preoccupation of supervisors with IEP related problems. There are more.

All of this adds up to one thing - intense staff dissatisfaction with some simply trying to "hang on" until retirements, others vowing to organize and fight the whole process and/or our present work load, and money, many more simply looking for another job. The following exerpts reflect the feelings of some of our staff members:
1. "If I knew then what I know now, I would not have shown any interest in this area of education." 2. "As long as the Federal Government demands we write IEP's, the State Government insists we maintain 90 contacts/wk., and our I.U. insists we follow every detail in the overwhelming IEP process, we the speech and language clinicians will be in the middle of these power structures trying to swim in quicksand." 3. "What private industry would even consider implementing a program that would reduce productivity by 20-30% without improving the quality of the product. How can the educational complex afford to do this. It's wasteful, irrational, and irresponsible." 4. "Parents are aware of a new found responsibility in the education of their child but are unaware of the loss of therapy time. Are they considering the process as a protection of their rights or simply the end-product of a brainstorm of a Harrisburg or Federal "whiz kid" who doesn't really care about the education of their child anyway."

5. "It has come to the point of exploitation. I seriously feel that many clinicians are at the breaking point and if something is not done to alter the overload placed on them, they may leave public school service for a position where their skills are treated with the respect they deserve." 6. "I perceive no advantage to this procedure. The disadvantages are too numerous to mention but staff dissatisfaction is chief among them. Wasted time is the most accurate description of the IEP process." 7. "You spend your time explaining your plans and then at the end of the year you must defend yourself, explaining why the goals weren't met." 8. "I see the whole IEP process as a paradox. Individualization implies more time and attention for children. In reality the process has robbed children of therapy time and the expertice of our clinicians." 9. "This whole process makes many in special education wish they were in another field." 10. "What can I say, the systems done it again."

Much to our credit we had as many suggested solutions as complaints. They included the following: 1. Reduction of minimum contact requirements from 90 to 50 or 60. 2. Implement the use of aids, secretarial help, Manpower workers, and volunteers, master itinerants, additional therapists and supervisors. 3. Preparation days in August. 4. Begin each year with a mixture of therapy and IEP writing. 5. Daily planning time. 6. Division of labor - delagate responsibility of different aspects of our job to different teams. 7. Streamline procedures e.g. Accept approvals etc. over the phone. 8. Extend the work year and increase salary (optional?) 9. Program and utilize the computer to select IEP's and programs for children on our caseloads. 10. Block systems.

The problem with all its complexities, and dilemmas is really quite simple. We cannot do all thats expected of us. There is not enough time to do it all. The time has come for our roles as speech clinicians to be redefined and work load to be brought back into the realm of reality. If this does not occur its probable that this I.U. will experience an unprecedented number of resignations and an ongoing morale problem which will work toward the detriment of all concerned - teachers, parents and most of all students.

VISION

The vision staff provides service to those students who, because of the type and/or degree of visual impairment, are unable to perform satisfactorily in the usual classroom without significant modifications in curriculum and instructional materials, equipment and methods. Special classes involve the secondary and elementary levels. Itinerant staff may provide services to either elementary or secondary pupils or both.

Itinerant services are based on the individual needs of each visually impaired student and are considered supplementary to instruction received in the regular program to which the student is assigned.

Orientation and mobility specialist instruct the students to utilize their remaining senses to establish their physical position in a safe and independent manner in relation to their environment.

The most pressing problem for the student in other than a self contained classroom is that he have all materials, instruction, and equipment to integrate him into the program in which he is placed. The survey pointed out the frustration of teachers who are attempting to abide by this new time consuming procedure and also make certain the student is successfully integrated. Comments were made that especially clerical activities, lack of telephones, and conferences overwhelmed the staff.

It is also immediately imperative that when a student requires orientation, he receive this instruction. The delay of orientation and mobility instruction caused by the IEP process made integration difficult and establishing rapport with students, parents, and building personnel. Students were not well received when they required an escort from class to class and to the bus.

In summary, the survey found that frustrations were felt by many in that the successful integration and delivery of equipment requires immediate and continuous attention unavoidably delayed during this school year.

INSTRUCTIONAL AIDES

Routine classroom functions were hampered until October 1. Teachers were out of the room writing IEPs, conferencing and making necessary telephone calls. Aides were given extra responsibilities and left alone often for long periods of time. Although many did not mind this, the question of who is responsible if something happens to a student was raised.

Many aides are greatly involved with the students and could be of value in parent conferences.

There was little teacher-assistant communication and planning time. Also very limited contact with program supervisors. In many cases phones were constantly in use so availability was minimal. Records kept in buildings other than where classrooms are also posed a problem.

Several aides felt they should be given compensatory salary for assuming charge of classroom in teacher's absence.

It was felt, in general, IEPs were worthwhile because they offered communication between parents, teachers and their program goals.

SOCIAL WORKERS

In the area of evaluation, screening and other assessment activities, social workers felt the necessity for IEP to be written prior to a student entering a class was an unnecessary waste of time and suggested getting waivers from parents allowing IEP to be completed after entrance to IU program.

Difficulties with referral could be reduced if the referring psychologist would make specific recommendations.

One social worker felt they were seldom involved in IEP and that her contribution could be invaluable. It was suggested that, in all IU program areas, there should be an interdisciplinary team to plan and activate IEP's routinely.

It was felt that IEP conferencing was too time consuming to allow for effective execution of ongoing responsibilities.

A prime concern is the lack of availability of phones for social workers use in buildings in the field and the importance of district and IU facing the fact that phone contact is an integral part in implementing social service responsibilities.

Logging of program-related phone calls was felt to be a waste of time.

IEP was considered a good and valid program, but was too bogged down in paperwork and other logistical problems. However, parents will more clearly understand what plan is being implemented for the student and how and why goals are/are not reached.

The review is seen as another disruption after having just recovered from a similar fall disruption.

The survey questionnaire is excellent and should be distributed to IU personnel twice a year.

One final concern - "Is it necessary for MCIU to be so compliant?"

Could MCIU be more "passive resistant" and reduce scme of the IEP related pressures?

es

V. SUMMARY OF SURVEY IMPACT SHEETS

The following is a numerical summary of the impact the implementation of P.L. 94-142 has had on Intermediate Unit programs and personnel. The summary sheet was compiled through individual impact sheets filled out by the Liaison Subcommittee members and information from Project AID's Interim Report. A brief analysis of the data yields consistent and sometimes stunning information.

The time required to complete a single IEP is consistent across most programs. The totals range from 5-1/2 to 9-1/2 hours. (There are individuals who spent more or less time per IEP, but we were looking for representative figures.) The average time required for one IEP is 5 hours and 50 minutes. In most cases, the actual writing took the most time with planning second. Clerical work took a little more than an hour for each IEP. The unusual amount of time for clerical work for speech staff may be due to the fact that they are itinerants and are responsible for a child from evaluation through placement in program.

The fact that an IEP takes almost six hours to complete is not seen particularly prohibitive until that figure is multiplied by the average caseload of each staff member. Depending on class size and program type, classroom personnel spent anywhere from 36 to 112 hours on IEP development. The

average class size is 13 and the average time spent was 73 hours per class. Given the fact that most classroom programs have little, if any, planning time built in to their daily schedules, IEP's were developed on teachers' personal time or, when necessary, during instructional time (parent calls, etc.) to the ultimate detriment of the students.

Itinerant programs have much larger caseloads and multiplying the time required for a single IEP by the average speech or gifted caseload illustrates a situation that seems impossible to maintain. With an average caseload of 68 across these two programs and an average of 5 hours required per IEP, each speech clinician and teachers of the gifted spent approximately 355 hours. Speech therapy was delayed for 10 weeks to accomplish this and the therapists were still required to put in an average of 100 hours of their personal time.

In general, Intermediate Unit personnel spent an average of 87 hours apiece to implement P.L. 94-142. The total amount of time and effort required for IEP development across all Intermediate Unit programs is significant. If presented in financial terms, the figures would be staggering. Although we will never have the deadline problems we faced this year, the time demands will remain the same whether IEP's are being completed over the course of one month or one year.

Liaison IEP Survey - Summary of Program Impact

Code:
S.C. = Self-contained
R.R. = Resource Room
It. = Itinerant
El. = Elementary
Sec. = Secondary

Program / Class-type / School Level →	SMR S.C. Sec	TMR S.C. El.	TMR S.C. Sec.	EMR S.C. El	EMR S.C. Sec	LD S.C. El	LD S.C. Sec	LD R.R. El.	LD R.R Sec.	L+A S.C. El	L+A S.C. Sec.	L+A R.R El.	L+A R.R Sec	G+T It. El&Sec	G+T It. El&Sec	SBH It. El&Sec	H.I It. El&Sec	H.I S.C. El.
1. Amount of time spent on one IEP for: a. planning	1	1	2	2	2	1	2	2½	2	1	½	1	½	1½	2	2	1½	1
b. conferencing	½	¾	¾	½	½	1	¾	1	1	½	¾	1	½	1	1	½	½	2
c. writing	3¾	3½	3	2	2	3	4	2½	1	1	1½	1	1	1	1	1¼	6	4
d. clerical work	1	1½	1	2	1	1	½	½	1	½	½	1	½	1	1	2¼	1½	1
e. total	6	6¾	6¾	6½	5½	6	7¼	6½	5	3	3¼	4	2½	4½	5	6	9½	8
2. Average class size or caseload	8	10	12	15	15	12	16	17	15	12	12	20	20	70	60	75	12	6
3. Time spent per class for: a. planning	7½	10	24	30	30	12	32	51	30	12	6	20	10	105	120	150	18	6
b. conferencing	5	7½	9	7½	7½	12	8½	17	15	6	9	20	10	70	60	38	6	12
c. writing	29	35	36	30	30	36	64	51	15	12	18	20	20	70	60	94	72	24
d. clerical work	6½	15	12	30	15	12	8	8½	15	6	6	20	10	70	60	169	18	6
e. total	48	77½	81	97½	82½	72	112½	128	75	36	39	80	50	315	300	450	114	48
4. Total number of staff per program type.	7	5	5	2	5	11	4	3	4	35	15	10	10	15	2	55	12	5
5. Resultant* time spent per program: a. planning	50½	50	120	60	150	132	128	153	120	420	90	200	100	525	240	8250	216	30
b. conferencing	35	37½	45	15	37½	132	33	51	60	210	135	200	100	1050	120	2,090	72	60
c. writing	203	175	180	60	150	432	256	153	60	420	270	200	200	1050	120	5170	914	120
d. clerical work	43½	75	60	60	75	132	32	25½	60	210	90	200	100	1050	120	9295	216	30
e. grand total	329	337½	405	195	412½	828	449	384	300	1260	585	800	500	4725	600	24750	1418	240

*time totals given in hours.

VI. OVERVIEW

To summarize the presented information, we hope that some directions can be formulated to help Montgomery County Intermediate Unit staff persons with IEP's. Project AID has been instrumental, this year, by readily providing training and consultation. However, the amount of time spent, overall, has well exceeded employee expectations. Furthermore, we cannot be guaranteed that Project AID will, in fact, be in the same functioning capacity in the years ahead. Since staff members are just beginning the Review and Revision phase, the full implications of this aspect of the IEP process can not yet be addressed, at this time, but may need to be in the future. Although the clerical aspect has improved somewhat, the actual IEP planning, conferencing, writing activities, etc. are still requiring staff persons to relinquish time away from the students and the classroom, or has involved use of more personal time on the part of employees. That aspect has hardly been changed at all.

In conclusion, we have done an extensive amount of research into this matter of IEP's. It is our sincere wish that the enclosed recommendations for consideration of possible change would be seriously studied and responded to by respective program supervisory staff in conjunction with Intermediate Unit Board and Central Administration Staff members.

RECOMMENDATIONS

In order to fulfill our increasing ongoing professional responsibilities and comply with P.L. 94-142, we are requesting that a mechanism for financial reimbursement and/or compensatory time be considered as an equitable arrangement.

We are also requesting that a mechanism be set up to examine the procedural changes suggested not only in the program summaries, but also in the detailed appendices.

APPENDIX A

BLANK SURVEY FORM

MONTGOMERY COUNTY INTERMEDIATE UNIT
SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA. 19401 • 215-539-8550

March 7, 1978

To: IU Supervisors, MITs, Teachers, Clinicians, Therapists, Psychologists, Social Workers, and Instructional Aides

From: IU Liaison Subcommittee and IU Board of School Directors' Subcommittee

Re: Survey of Staff Concerns on IEP Impact and Related Problems (Opportunity to Air Your Grievances)

During last year's annual Liaison/Board discussions, it was agreed that sometime during the 1977-1978 school year, the Liaison Group would have the opportunity to discuss the IEP process with the Board. To facilitate this activity, subcommittees from the two groups were appointed and have been meeting. In order to assist these discussions, the two subcommittees must have your feedback. This is your opportunity to voice your concerns. We cannot stress enough the importance of your input. This will be your only chance to give comprehensive input and suggestions for change.

Attached you will find a simple, concise survey. Please glance over all of the items and then respond to those that are appropriate to you. If necessary, please feel free to continue your responses on the back or on additional sheets, with identifying item codes. Please make your responses an individual effort, as you view the issues.

Please complete the survey as soon as possible, seal in the attached envelope, and return to your immediate supervisor or MITs or mail directly to the Special Education Center. If you do not mail your reply, your supervisor or MIT will be responsible to return the replies to Dr. Bart Proger at the Special Education Center by March 15, 1978. (Dr. Proger has been delegated as a consultant to work with the Liaison Subcommittee in whatever way they deem appropriate.) All replies will remain confidential and none will be opened until the Liaison IEP Subcommittee meets as a group to compile a representative, anonymous summary of your responses which will then be presented to the Board for further discussion. This survey data will definitely assist the Liaison Subcommittee and the Board in their efforts to meet and discuss pertinent issues.

Thank you for your cooperation.

Enclosures
cc: Mrs. Burrows
Mrs. Buescher
Mr. Golazeski
Dr. Harken
Dr. Banks
Dr. Proger

SURVEY OF IEP IMPACT

POSITION _____

PROGRAM _____

TYPE OF CLASS

- ☐ Resource Room
- ☐ Self-Contained Class
- ☐ Itinerant

LEVEL

- ☐ Preschool
- ☐ Elementary
- ☐ Secondary

1. If you have faced a problem, in any of the following areas as a result of the IEP process, please describe it and give your recommended change, if you have one.

AREA	PROBLEM	POSSIBLE CHANGE
A. Establishing routine classroom and/or itinerant functions	A.	A.
B. Classroom or itinerant planning time	B.	B.
C. Instructional or therapy time	C.	C.
D. Your personal relationships with students and/or parents	D.	D.
E. Evaluation, screening, and other assessment activities	E.	E.

AREA	PROBLEM	POSSIBLE CHANGE
F. Difficulties with referral procedures	F.	F.
G. Instructional Aide functioning	G.	G.
H. Routine contact with supervisors	H.	H.
I. Accessibility of student records	I.	I.
J. Routine computer forms and other records	J.	J.
K. Progress Reports	K.	K.
L. IEP planning activities	L.	L.

AREA	PROBLEM	POSSIBLE CHANGE
M. Communication among evaluation and/or IEP team members	M.	M.
N. IEP conferencing activities	N.	N.
O. IEP writing activities	O.	O.
P. Availability of telephone	P.	P.
Q. Clerical activities (mailing, phone, logging, etc.)	Q.	Q.
R. Use of compensatory time	R.	R.
S. Personal time	S.	S.
T. Contact with Project AID	T.	T.

AREA	PROBLEM	POSSIBLE CHANGE
U. Coordination of IU IEP activities with District IEP activities	U.	U.
V. Other	V.	V.

2. What benefits do you perceive in the IEP or in any of the activities that led up to its development?

3. Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

4. What other comments do you have?

APPENDIX B

BLANK IMPACT SHEET

PROGRAM SUMMARY IMPACT SHEET

PROGRAM _____

COMPILER _____

TYPE OF CLASS

- ☐ Resource Room
- ☐ Self-Contained
- ☐ Itinerant

LEVEL

- ☐ Elementary
- ☐ Secondary
- ☐ Preschool

Please fill out one Program Summary Impact Sheet for each type of class and level within your program. Items 1 thru 5 refer to IEP preparation, planning, and instructional times for a single representative teacher within each class-type and level. Items 6 thru 9 are merely multiplications of that information by the total number of teacher/clinicians within your program working in the type of class and level indicated at the top of this sheet.

1. Typical time spent for representative staff member for the preparation of one (1) IEP:

   a. IEP planning _____
   b. IEP conferencing _____
   c. IEP writing _____
   d. IEP clerical work _____
   e. Grand Total _____

2. Average classload or caseload per representative staff member _____

3. Total time spent per representative staff member in:

   a. IEP planning _____
   b. IEP conferencing _____
   c. IEP writing _____
   d. IEP clerical work _____
   e. Grand Total _____

4. Total free planning time per representative staff member (per week) _____

5. Total instructional or therapy contact time with children per representative staff member (per week) _____

6. Total number of teacher/clinician staff members (with the type of class and level indicated above) _____

7. Resultant time spent across staff members in:

   a. IEP planning _____
   b. IEP conferencing _____
   c. IEP writing _____
   d. IEP clerical work _____
   e. Grand Total _____

8. Total free planning time across representative staff members (per week) _____

9. Total instructional or therapy contact time with children across representative staff members (per week) _____

10. Over what period of time were IEPs written in the program described above (e.g., 2 weeks, 2 months, etc.) _____

APPENDIX C

EDITED RESPONSES ARRANGED BY PROGRAM

Questions 1.A through 1.V are responses to the direction: "If you have faced a problem in any of the following areas as a result of the IEP Process, please describe it and give your recommended change, if you have one." Recommended solutions are not necessarily aligned with the corresponding problem.

EDUCABLE MENTALLY RETARDED TEACHERS

REPRESENTATIVE RESPONSE

QUESTION #1A : Establishing routine classroom and/or itinerant functions.

PROBLEMS	SUGGESTED SOLUTIONS
1. Very little teaching was done in September as a result of IEP process. In addition to classroom, school and student responsibilities which each teacher faces at the beginning of a new school year, the IEP process just created more pressure. 2. Initially took away class time trying to group schedule , organize and comply with constantly changing procedures.	

QUESTION #1B : Classroom or itinerant planning time

PROBLEMS	SUGGESTED SOLUTIONS
1. Not enough time for planning while initial IEPs were being written. 2. Since most planning time is on my own time anyhow, IEP work (planning) increased the time I had to spend on "school work". I love my job (teaching) but the amount of work which cannot be done during "working time" is getting out of hand. Early dismissals which I have previously used for the above responsibilities, were taken away recently as a result of "Parent Complaint". (i.e., children were missing too much time). It seems that the parents are demanding more but aren't willing to allow the time it takes (on the job) to do a good job. In other words, they want something accomplished but aren't willing to agree to extra time needed.	1. Allowance and payment for more planning time and/or IEP payment for writing and planning of such.

QUESTION # 1C : Instructional or therapy time

PROBLEMS	SUGGESTED SOLUTIONS
1. Almost entire month of September was spent testing - little instruction. 2. Beginning instruction (September) was definitely delayed due to IEP process.	

QUESTION #1E : Evaluation, screening, and other assessment activities

PROBLEMS	SUGGESTED SOLUTIONS
1. Had to rush to complete necessary pretesting often longer sessions than normal or tolerable by student and teacher. 2. Not enough time to finish tests alone. I had to have outside help.	1. More time.

QUESTION # 1I : Accessibility of student records

PROBLEMS	SUGGESTED SOLUTIONS*
1. Not easily available when housed at I.U.; really inconvenient 2. Files are a mess - hard to get past data when enrolled, etc. Many new students came with no information.	1. Allow teachers to keep records in locked file at their own schools.

QUESTION # 1J : Routine computer forms and other records

PROBLEMS	SUGGESTED SOLUTIONS*
1. Paperwork has become more burdensome! In addition to daily lesson planning, paperwork and classroom responsibilities, all other extra forms, reports, IEP activities, etc. take up many hours of personal time.	1. Computer forms could be filled out by supervisors; progress reporting could be incorporated somehow with IEP progress; parent conferences could take the place of narrative progress reports.

QUESTION # 1M : Communication among evaluation and/or IEP team members.

PROBLEMS	SUGGESTED SOLUTIONS*
1. It has been difficult all year to find time to communicate with all team members; e.g., speech therapists, parents, physical education teachers. It is nearly impossible for the necessary conferencing to happen during school hours. This conferencing is <u>most</u> important to process but teachers are going to be asked to do this as part of the on-going teaching process with no remuneration or release time. I realize that time was allotted this year but a rhetorical question - will there be time or reimbursement in future - will instructional planning time be <u>sacrificed</u> to write IEPs, <u>perform conferencing</u>, or will time for IEP writing or <u>conferencing</u> be sacrificed so that there may be appropriate instructional planning. Communication re/IEPs is <u>time consuming</u>. Teachers must either find time in their already busy day to do this (to deficit of planning and instructional time) OR not do it to deficit of IEP process.	

QUESTION # 1N : IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Only problem was that conferencing had to be done on our time, again taking time away from classroom responsibilities. 2. Almost no parent feedback or involvement. Scheduled most conferences on my lunch hour at parent request. Felt no parent support and little	

QUESTION # 10 : IEP writing activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Unfortunately, we were not previously informed of the choice to be paid for working on IEPs under supervision. Compensatory time (when subs were sent in to cover for teacher who was writing IEPs) was helpful but please don't forget the extra time which was required for the teacher to plan for a sub.	
2. Took much time to write the IEP - only a little time was allowed.	

QUESTION # 1P : Availability of telephone

PROBLEMS	SUGGESTED SOLUTIONS*
1. Getting through to some parents on the phone required much time spent on school phone (monopolizing).	1. I.U. phone in district buildings where there are several I.U. classes!
2. Needed to call parents in the evening. Had to use my home phone. All calls were long distance.	
3. Awful - hard to get use of telephone before, after, or during prep time in district school.	

QUESTION # 1Q : Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
1. Too much paperwork.	
2. Ridiculous - some of this has to be done away with. Valuable planning time and teaching time and personal time wasted on data noone will ever look at!	

QUESTION # 1S : Personal time

PROBLEMS	SUGGESTED SOLUTIONS*
1. Too much personal time has been necessarily spent with no compensation.	

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
1. Parents that were never involved at all in their child's educational program can now have a say in what happens. This has led to better parent/teacher relationships in most cases.	
2. I see the benefit of having parents involved in the educational process, but I feel we (I.U. classes) have always kept in close contact with parents and keep voluminous records for reporting, etc. IEP work seems really to be only time-consuming.	

QUESTION # 3 : Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase? R

PROBLEMS	SUGGESTED SOLUTIONS*
1. Spring review does not have a deadline - Spreading them out will definitely help.	as that of October 1 for the initial phase.
2. We have much more time. No need to rush.	

QUESTION # 4 : What other comments do you have?

PROBLEMS	SUGGESTED SOLUTIONS*
1. This school year has been demanding for many people involved in Special Education. Morale among teachers seems to be very low. It really is a shame that so many good people are looking elsewhere for a job, questioning whether education (as a job or profession) is really worth it. I feel only administrative support and concern for those of us involved as employees will help; i.e., salary increase, benefits.	
2. I feel the IEP does not have that much benefit to my classroom or my students. It was one more job that took away from my instructional time as well as my personal time.	

EDUCABLE MENTALLY RETARDED TEACHERS

UNIQUE RESPONSE

QUESTION # 1I : Accessibility of student records.

PROBLEMS	SUGGESTED SOLUTIONS*
	1. Require complete organized file on new students.

QUESTION # 1K : Progress Reports

PROBLEMS	SUGGESTED SOLUTIONS*
1. Redundancy in writing progress reports seems to be a restating of IEP objectives.	1. Progress reports - checklist on IEP progress.

QUESTION # 1N : IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS*
	1. Use regularly scheduled parent conferencing time for IEP conferences.

QUESTION # 1Q : Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
	1. Perhaps these activities could be handled through secretaries.

QUESTION # 1S : Personal time

PROBLEMS	SUGGESTED SOLUTIONS*
1. I needed to use a full weekend to write my IEPs. No other time was available.	1. Allow the teachers to log personal times spent on IEP procedures and reimburse at a reasonable rate.

HEARING CLINICIANS

REPRESENTATIVE RESPONSE

QUESTION # 1A : Establishing routine classroom and/or itinerant functions.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Because of lack of rooms in certain schools it was difficult to meet with pupils initially. This was especially true when taking over a new caseload. 2. Too many cancelations due to IEP activities. Directions, re-directions etc.	

QUESTION # 1B : Classroom or itinerant planning time.

PROBLEMS	SUGGESTED SOLUTIONS*
1. This must be done for the most part on my own time at home. 2. Very much a problem. Emphasis was so much on writing IEPs that procedures and techniques for therapy really suffered. 3. None was realistically available. Vast differences between programs.	1. I couldn't really get organized for several months. This is also because I was in such a rush to hand in the IEP that my objectives in the IEP were really not always appropriate for the IEP (student) I need time to get to know the needs of the student. 2. IEP work should not come at the beginning of the school year.

QUESTION # 1C : Instructional or therapy time.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Having to cancel therapy time for an IEP matter. 2. Difficult to locate district spec. ed. people whose classes were being manned by subs. while they were IEPing. 3. To be at a conference at one school I had to cancel therapy at another. 4. Since no substitutes were provided the time could not be made up.	

QUESTION #1D : Your personal relationships with students and/or parents.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Unable to find the time I would like to spend with parents and instruction programs. 2. Conferences must be scheduled after school hours because of working parents. 3. Parent relationship was stilted because of paperwork, delays, etc.	

QUESTION # 1E : Evaluation, screening, and other assessment activities.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Lack of school space available.	1. Less run-around make it easier to assess kids districts turned off by psych. demands before assessment.
2. Too long in paperwork so it takes weeks to get the children.	
3. There was not enough time before the IEP had to be written to thoroughly evaluate the students. Since I am not the primary placement for my students notification of when the review and revision was to take place was not early enough.	2. Space out review and revision dates for students and make sure all personnel dealing with a student know when these are due.
4. I was not able to do as complete an evaluation as I would like because of time committments and deadlines.	

QUESTION # 1F : Difficulties with referral procedures.

PROBLEMS	SUGGESTED SOLUTIONS*
1. The procedures changed from day to day.	1. Do psych. after assessment if therapy is needed
2. Nurses do not understand procedure for hearing therapy.	
3. School districts records incomplete. No record of hearing loss or previous therapy in 1 case.	
4. Psychologicals are due before assessment. Districts are sitting on referrals when kids need service.	

QUESTION # 1H : Routine contact with supervisors.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Because of IEPs my supervisor is spread very thin and is less available for help.	
2. Further removed from routine contact as so much time was necessary for IEP conferences etc.	
3. Supervisor has had to spend so much time on IEP development, LEA rep. and such that planning a time that is convenient for teachers and sup. to talk over problems has been difficult.	
4. Supervisor is less accessible to the staff due to IEP functions.	

QUESTION # 1I : Accessibility of student records.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Getting a students record (at I.U.) often 1) involves driving to another central office (time) or 2) records not always complete or 3) must arrange a convenient time with principal.	1. Must drive to Norristown to get key to see records. Solution - district files (copies) should also be in IU current records for students in therapy.

QUESTION # 1J : Routine computer forms and other records.

PROBLEMS	SUGGESTED SOLUTIONS*
1. They serve no useful purpose for me or the child.	1. Need to be simplified so that one form has basic data and the others do not repeat same data over & over.
2. We end up giving the same information ten times anyway.	2. Use computer for all surveys, etc. needed instead of asking clinicians to do the work.
3. The computer should be used to cut down on some of the record keeping not just as another form to fill out.	
4. To lengthy and involved.	
5. Print outs are not always available to see what is posted -	

QUESTION # 1K : Progress Reports.

PROBLEMS	SUGGESTED SOLUTIONS*
	1. Time given for larger caseloads

QUESTION # 1L : IEP planning activities.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Had to be done after school when a parent requested that the classroom teacher be present.	
2. IEP planning in its present state is more of a formality and does not serve the original purpose of a cooperative working session because of constraints on time, diversity of schedules and inhibitory effect of parents' presence.	

QUESTION #1M : Communication among evaluation and/or IEP team members.

PROBLEMS	SUGGESTED SOLUTIONS
1. Some of the forms are not understood by those in charge. This in turn causes confusion for those learning new procedures.	1. In service for district personnel.
2. District personnel unclear as to their own responsibilities and our rel. to them.	2. More in-service for district. Get LEA's that know what they're doing not just principals or designees who are unfamiliar with our work.
3. Too little time to confer with IEP team members about progress because of conflicting schedules.	

QUESTION #1N : IEP conferencing activities.

PROBLEMS	SUGGESTED SOLUTIONS
1. Getting the LEA rep. and therapist and parents together at a time suitable to therapist. The conf. usually has to be done after school or during therapy.	

QUESTION # 1O : IEP writing activities.

PROBLEMS	SUGGESTED SOLUTIONS
1. There was no time for all personnel - classroom teacher, and itinerants to get together to write the IEP as a joint effort.	1. More paid evening hours for IEP writing activities.
2. No time - not enough guidance - no typist available (in Oct.)	2. Be a sport and get a typist.
3. Very time consuming. Too many trials and changes in forms.	
4. This takes too much time which should be spent on therapy.	

QUESTION # 1P : Availability of telephone.

PROBLEMS	SUGGESTED SOLUTIONS
1. Reluctance of bldg. officials to give up telephone with privacy for a very long period.	1. Should be allowed to use home phone if log is kept since this would provide uninterruptions.
2. Not all schools permit calls to I.U. by therapist. Therapist cannot always return a call immediately.	
3. No phone is available to the hearing staff at I.U. office.	
4. Very difficult as itinerant.	
5. Very bad problem in some schools.	
6. Schools reacted negatively to tying up their phones.	

QUESTION # 1Q : Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
1. Making long distance phone calls from home residence.	
2. There should be more well-trained clerical help. It is ridiculous to pay.	

QUESTION # 1R : Use of compensatory time.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Difficult to keep track of in drips/drabs esp. when parents aren't home-don't return calls etc.	

QUESTION # 1S : Personal time.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Too much of it was used for IEP work.	
2. With the amount of paper work involved with IEPs, committees, logging, mailing, planning, etc. too much personal time is used without compensation.	
3. Too much time spent on IEP activities.	
4. The IEP has been an intrusion on every professional's life far above and beyond the call of duty to date.	
5. The conscientious clinicians have been spending most evening hours on IEPs.	

QUESTION # 1T : Contact with Project AID.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Would like to do more with these people but time does not permit.	1. More information--- a job description would help.
2. We received an IEP facilitator after the Oct. 1 deadline. What exactly does an IEP facilitator do?	

QUESTION # 1U : Coordination of IU IEP activities with District IEP

PROBLEMS	SUGGESTED SOLUTIONS*
1. Time - as itinerants we are not at the school at the time that major conferencing may be taking place. We do not know what learning skills etc. personnel are using as their mode of compliance.	
2. Most districts resent the IU personnel because they do not have the time to accomodate their requests at the beginning of the school year arranging conferences difficult.	
3. We get different directions from the district than from the IU.	

QUESTION # 1V : Other.

PROBLEMS	SUGGESTED SOLUTIONS*
1. It was diff. to keep track of all the forms and where they went.	

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

1. Better informed and more cooperative parents and classroom teachers. More consistency, continuity and efficiency in services offered to the student.	

QUESTION # 3 : Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

1. Less things going on - ie not scheduling and other pre-therapy activities.	

QUESTION # 4 : What other comments do you have?

1. The IEP can be a very effective tool for the betterment of instruction and auxiliary services to the special education students. However, if it becomes too directive and regimented, i.e., beyond the limit where a clinician can maintain a sensitivity to a child's real problem, and have sufficient time for adequate daily, preparation, and for enrichment reading. The program will defeat it's purpose.	2. Our therapy sessions should not be constantly cut into by IEP work. 3. More frequent compulsory group meetings (1 per 6 wks) to provide up-dates as they occur.

HEARING CLINICIANS

UNIQUE RESPONSE

QUESTION # 1A : Establishing routine classroom and/or itinerant functions.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Conference rooms are not always available at the times set up.	1. Notify building administrators that itinerants will need to have a suitable place to perform these beginning of year activities - and should leave a copy of space available day by day by times.

QUESTION # 1C : Instructional or therapy time.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Therapy time is shortened when serving more than 2 districts and by the amount of students on a caseload more time spent on the road.	1. Make sure that spec. ed. staff tells exactly where they can be found - so they can be consulted quickly to check therapy time.

QUESTION #1D : Your personal rrelationships with students and/or parents.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Parents are confused by all the language and paperwork. 2. Older pupils and parents wondered when therapy would be on a regular schedule.	1. Provide formal preparation for dealing with parents in a counseling situation. 2. Make forms and IEP language less complicated. 3. Send letters to those affected explaining why schedule is delayed.

QUESTION # 1E : Evaluation, screening, and other assessment activities.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Assessment requirements of the hearing program pre and post therapy based on standardized tests such as the PIAT, PPVT, Larson, Costello etc. do not reflect therapy entry levels of behavior that coincide with specific IEP objectives.	1. Standardized testing should be eliminated from assessment battery except when it pertains directly to specific objectives. CRT to elicit entry levels of behavior in the various areas of communication skills to be developed that directly are reflected in specific objectives in a 1 to 1 correspondence should suffice at the outset to be modified as indicated throughout year.

QUESTION # 1F : Difficulties with referral procedures.

PROBLEMS	SUGGESTED SOLUTIONS*
1. The nurses in my district are unaware of where to get forms or which forms to use.	1. In-service for all nurses and principals at the beginning of each year.

QUESTION # 1H : Routine contact with supervisors.

PROBLEMS	SUGGESTED SOLUTIONS*
	1. Supervisor should not be IEP LEA.

QUESTION # 1I : Accessibility of student records.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Time lost in waiting for copy machine to be used.	1. Have copy machine exclusively for itinerant hearing staff.

QUESTION # 1K : Progress Reports

PROBLEMS	SUGGESTED SOLUTIONS*
1. Time lost in getting parental permission time lost-typing 2. Periodic progress reports are not mandatory for all itinerants but lengthy final reports are.	1. Lengthy final reports should be replaced by periodic progress reports in the form of checklists with scaled behavioral responses. They should be the rationale for revising specific IEP objectives and should be distributed three times a year to serve as adjuncts to revision conferences.

QUESTION # 1L : IEP planning activities.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Needed to have more after hours time in Norristown. 2. Parents are confused so they sign when a meeting might be beneficial.	1. Have Sp.Ed. Center open at night beginning of school. 2. Less words!

QUESTION # 1N : IEP conferencing activities.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Many times conf. were planned for the same time. 2. I was completely eliminated from a preliminary conference by an LEA Rep.	1. Invitation in writing should be required to IEP conferences. 2. Clear delineation of roles, particularly between IU and District. Publish names of district LEAs. 3. Package, title and number all forms used for IEPs and provide one package per student.

QUESTION # 1O : IEP writing activities.

PROBLEMS	SUGGESTED SOLUTIONS*
1. I typed most myself and never took a course in typing. It took me 3-4 hours per IEP.	

QUESTION # 1Q : Clerical Activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. What has to be logged and where has not been made perfectly clear.	

QUESTION # 1R : Use of compensatory time.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Would like time available through the school year. ex. one night a month.	1. I wish I had some.
2. I have not been able to avail myself of comp. or release time because I do not wish to work in Norristown at night. Make comp. or release time available in another way.	

QUESTION # 1S : Personal time.

PROBLEMS	SUGGESTED SOLUTIONS*
1. No comment.	
2. There should be summer in-service programs or work shops for this purpose.	

QUESTION # 3 : Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

1. The panic is gone. The time pressures are somewhat reduced.

QUESTION # 4 : What other comments do you have?

1. Hopefully our computer info. will begin to work for us freeing us to concentrate on less mechanical pouring out of info.

2. I think it is unfortunate that the IEP red tape and all the other bureaucratic paperwork has turned me off to teaching.

3. I think the whole thing is an exercise in futility. In the long run it will not serve its original purpose, that of holding teacher's accountable, not as long as teachers are human, children are unpredictable and laws can be circummented. The competent, dedicated professional always remains true to type in spite of, not because of extensive pressures forced upon her/him and vice-versa. If anything, this sort of imposed structure delutes the energies from the teaching challenge at hand rendering even the most competent, dedicated among us physically and mentally less capable of teaching to our fullest capacities.

HEARING TEACHERS

REPRESENTATIVE RESPONSE

QUESTION # 1A : Establishing routine classroom and/or itinerant functions.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Too much time thus poor teaching. (general solutions for all problems.) 2. Due to everyone frantically trying to meet deadlines - pulling kids for testing, etc.	Time allotted for writing. (general solutions for all problems)

QUESTION # 1B : Classroom or itinerant planning time.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Had to sacrifice planning time to meet deadlines.	

QUESTION #1E : Evaluation, screening, and other assessment activities.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Very time consuming.	1. Reasonable deadlines - staggered/ quota IEP's due.

QUESTION #1H : Routine contact with supervisors.

PROBLEMS	SUGGESTED SOLUTIONS*
	1. Better means of communication between teachers and supervisors monthly meetings or regular information memos, etc.

QUESTION # 1J : Routine computer forms and other records.

PROBLEMS	SUGGESTED SOLUTIONS*
	1. Provide copy of forms for teachers or allow them to keep the originals.

QUESTION # 1M : Communication among evaluation and/or IEP team members.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Finding time for team members to meet - most meetings must be held after school hours.	

QUESTION # 1O : IEP writing activities.

PROBLEMS	SUGGESTED SOLUTIONS*
	1. Have typists available.

QUESTION # 1P : Availability of telephone.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Time to use telephone.	

QUESTION # 1Q : Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
1. Too much busy work.	1. Don't require teachers of oversized classrooms to do this - they don't have time to do all the classroom and IEP work - much less any more.

QUESTION # 1R : Use of compensatory time.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Poorly planned. 2. Good idea - since one time is not suitable for everyone.	

QUESTION # 1S : Personal time.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Most of the time I have spent on IEP activities has been personal time since I had a class to teach each day. 2. All work done on my own time.	

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
1. I support parent involvement in the process, and the organization of the educational continuum that the document facilitates.	

QUESTION # 3 : Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

PROBLEMS	SUGGESTED SOLUTIONS*
1. Spring review provides opportunity to realistically evaluate students new to teachers.	

HEARING TEACHERS

UNIQUE RESPONSE

QUESTION # 1B : Classroom or itinerant planning time.

PROBLEMS	SUGGESTED SOLUTIONS*
	Have reasonable deadlines - screen candidates for Project PIE(to use those people who have normal caseloads- not those of oversized caseloads)

QUESTION # 1E : Evaluation, screening, and other assessment activities.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Resent the time spend administering Stanford Achievement Tests - since I don't feel it's a good evaluation tool for my students. 2. Time factor - ridiculous deadlines.	

QUESTION # 1H : Routine contact with supervisors.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Scanty due to IEP pressures on supervisors.	

QUESTION # 1I : Accessibility of student records.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Extremely inconvenient have to travel 30 mi. after school hours to reach them. 2. Student records are not in building in which I work. It is difficult to find the time to get to other building to read records especially since it closes at 4:00 P.M.	1. Locate student records in office in which classroom is located.

QUESTION # 1J : Routine computer forms and other records.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Had to spend time hand coping info. - not allowed to keep computer forms.	

QUESTION # 1L : IEP planning activities.

PROBLEMS	SUGGESTED SOLUTIONS*
	1. Allow compensation time well in advance of deadline. 2. Allow paid after hours weeks before due date.

QUESTION # 1M : Communication among evaluation and/or IEP team members.

PROBLEMS	SUGGESTED SOLUTIONS*
1. No time for this.	

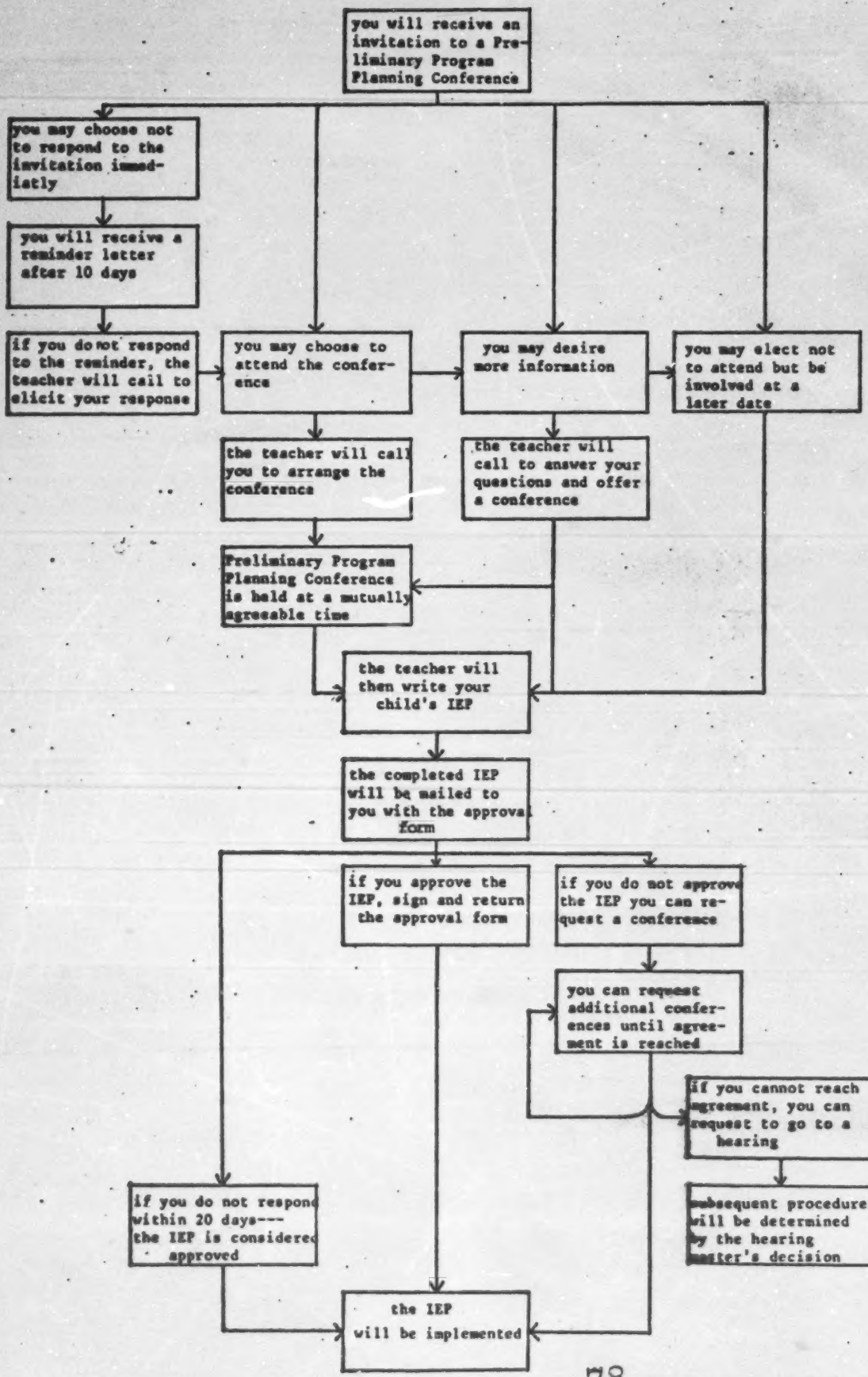
QUESTION # 1N : IEP conferencing activities.

PROBLEMS	SUGGESTED SOLUTIONS*
1. All done on personal time with no compensation (forms were filled out for compensation, but were lost by administrators.)	1. Improve efficiency - compensation forms mailed to teachers with central collection point.

QUESTION # 1O : IEP writing activities.

PROBLEMS	SUGGESTED SOLUTIONS*
1. All done on personal time with no compensation. 2. Very time consuming to type IEP (I realize this was not a requirement, but believe me they should be typed.)	

PROCEDURES FOR PARENT INVOLVEMENT IN THE IEP PROCESS


you will receive an invitation to a Preliminary Program Planning Conference
you may choose not to respond to the invitation immediatly
you will receive a reminder letter after 10 days
if you do not respond to the reminder, the teacher will call to elicit your response
you may choose to attend the conference
you may desire more information
you may elect not to attend but be involved at a later date
the teacher will call you to arrange the conference
the teacher will call to answer your questions and offer a conference
Preliminary Program Planning Conference is held at a mutually agreeable time
the teacher will then write your child's IEP
the completed IEP will be mailed to you with the approval form
if you approve the IEP, sign and return the approval form
if you do not approve the IEP you can request a conference
you can request additional conferences until agreement is reached
if you cannot reach agreement, you can request to go to a hearing
if you do not respond within 20 days--- the IEP is considered approved
subsequent procedures will be determined by the hearing master's decision
the IEP will be implemented

QUESTION # 1R: Use of compensatory time.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Appreciated idea but found it a nuisance to gather all my materials and travel to Norristown for a couple of hours in the evening.	

QUESTION # 1S: Personal time.

PROBLEMS	SUGGESTED SOLUTIONS*
	1. Time for IEP activities should be incorporated into the school calendar- days should be set aside for this purpose at beginning and end of year.

QUESTION # 1T: Contact with Project AID.

PROBLEMS	SUGGESTED SOLUTIONS*
1. IEP facilitator unavailable to me (I was never told they would come to meet with me at school.)	

QUESTION # 1V: Other.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Changes of forms, changes in information etc.	Dealing with many changes has been remedied by people knowing better what they are doing now (IEP handbook being evidence of this.)

QUESTION #2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
1. IEP is a good guide for year's program. I refer to it often to remind me of the goals for each student and to guide my daily activities. I feel it is a good reference for the parents too, though I think an abbreviated form would be more useful to them.	
2. Good organization of curriculum materials, good assessment of individual child's progress or academic standing. Good outline for progress reports.	

QUESTION #4 : What other comments do you have?

PROBLEMS	SUGGESTED SOLUTIONS*
1. Each dept. should be able to choose IEP planning or writing dates suitable for them - not the entire I.U. on one day.	

LEARNING AND ADJUSTMENT TEACHERS

REPRESENTATIVE RESPONSE

QUESTION #1-A: Establishing routine classroom and/or itinerant functions.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Overwhelming amount of testing time at beginning of school year when establishment of classroom structure is essential.	
2. It was difficult enough with all of the diagnostic testing - and IEP's too.	
3. My class was set back a few months due to continued interruptions with IEP Conferences.	
4. Delay in starting with kids because of IEP conferences, writing, etc.	
5. It was very difficult to complete all diagnostic work required and still maintain a sense of order for the remainder of the group.	
6. Setting up the classroom was difficult because so much time had to be spent on IEP's.	
7. It is hard to devote time to IEP and running class at some time-both jobs require full time concentration.	
8. Because of the limited amount of time to complete the IEP's, & because of the number of new students who were unfamiliar to the teacher, the routine was not established until October, which was late for establishing any consistency.	
9. Not enough time in the beginning of the year to set routine with students and complete IEP.	
10. Very difficult while trying to test individual students.	
11. Schedule not able to be established until October-1 month lost.	
12. Testing at the beginning of the year was overshelming - took much classroom, teaching & planning time-causing routine to be established that was less than adequate.	1. It would be helpful to have the MIT more involved with curriculum problems.
13. Because of IEP's being done all at once and in September this year, I found that the routine of the class was disrupted for testing/evaluating/ writing, etc.	

QUESTION # 1-B Classroom or itinerant planning time.

PROBLEMS	SUGGESTED SOLUTIONS*
1. All time Sept. & Oct. taken up by parent conferences, writing IEP's - no planning time these 2 months.	1. Set days for strictly IEP and nothing else.
2. Initially emphasis was placed on IEP completion rather than classroom planning.	2. Too much paper work such as addressing envelopes, filling out forms, etc.
3. Planning time came late at night & sometimes far into - Planning, therefore, was not as effective as possible.	3. Early Tuesday dismissal weekly with times devoted to planning.
4. The heavy concentration on testing in September detracts from any normal routine-the planning time was not available.	
5. As we have no preparation time and limited numbers of free periods and/or early dismissal days, much planning was either neglected to a degree or completed at home.	
6. I had little time to plan adequately since I worked on IEP's or testing.	
7. Particularly for new teachers, planning time at beginning of year is especially lengthy. IEP development severely cuts into classroom planning time.	
8. So much time is involved in IEP writing that it interfers with classroom planning time.	
9. No classroom planning time available during school day.	
10. Not enough time - Children are always in the room and I have no free periods. They are very needy emotionally and academically.	
11. A lot of energy went to IEP that could have been classroom planning time.	
Sept and Oct - All planning time - which was limited - was spent doing IEP's.	Now that we can scatter when the IEP's are to be reviewed, this should help eliminate some of the problem.

QUESTION #1-C: Instructional or therapy time

PROBLEMS	SUGGESTED SOLUTIONS*
1. Regular instructional groups could not be fully activated because of the teacher and/or aide being involved in individual testing.	
2. Testing & conferences severely cut into instructional time & preparation of materials for instruction.	
3. Very little if any instructional time due to testing and evaluations.	
4. Because of so many conferences the instruction and therapy time are cut into frequently. Schedules are constantly disrupted.	

QUESTION #1-D: Your personal relationships with students and/or parents.

PROBLEMS	SUGGESTED SOLUTIONS*
1. I feel so overwhelmed with paper work that must be done - there is little time to personally interact with kids.	
2. A problem in that establishing new student relationships and improving upon existing ones was also put off. Maintaining discipline and establishing classroom behaviors & expectations were not properly determined from the year's offset.	
3. Relationships were strained at the beginning of year because of time needed for IEP's.	

QUESTION #1-E: Evaluation, screening, and other assessment activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Intensive testing required for IEP took a tremendous amount of time.	
2. Time consuming-especially with such a limited amount of time in which to complete them.	
3. Evaluation and screening had to be pushed ahead - putting additional pressure on both students and teachers.	

QUESTION #1-G: Instructional Aide functioning

PROBLEMS	SUGGESTED SOLUTIONS*
1. Time out of room spent at conferences put extra burden on aide. 2. Too great a burden of instruction rests on the aide during IEP testing, and conferencing. 3. Aide had to carry a much longer share of academic load- however, teacher still needed to prepare lessons. 4. Put a lot of burden on aide when I had to be out for meetings, conferences, and actual writing. 5. Aide was placed in position of having class alone during training.	1. School days with no students to complete writing after testing. (general solution for problems G-L)

QUESTION # 1H : Routine contact with supervisors

PROBLEMS	SUGGESTED SOLUTIONS*
1. Supervisors always tied up.	

QUESTION # 1-I: Accessibility of student records

PROBLEMS	SUGGESTED SOLUTIONS*
1. Student records were not available when child entered the classroom. 2. Students coming from district into class had very few records-made it difficult to know where to start. 3. New students' records weren't in until after IEP deadline.	

QUESTION # 1-I Accessibility of student records

PROBLEMS	SUGGESTED SOLUTIONS*
Students records were many times not in files due to review by IEP coordinators and psychology.	

QUESTION # 1J : Routine computer forms and other records

PROBLEMS	SUGGESTED SOLUTIONS*
Another time consuming clerical task.	Eliminate some of the paperwork!

QUESTION # 1-L: IEP planning activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Very helpful with writing IEP's. 2. IEP initial workshop was beneficial to development of IEP.	

QUESTION # 1-N: IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Takes time from instruction. 2. Takes a great deal of time from students.	

QUESTION # 1O : IEP writing activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Teachers should get some release time to write IEPs.	More release time will be needed to write these.
I found that due to writing of IEP's and the rush of the due date - much of the work was done on my time.	

QUESTION # 1P: Availability of telephone

PROBLEMS	SUGGESTED SOLUTIONS*
1. Not very available.	Get more cutside lines or direct lines
Never could get an outside line!	

QUESTION # 1Q : Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
1. Too many.	

QUESTION # 1-R: Use of compensatory time

PROBLEMS	SUGGESTED SOLUTIONS*
	Allow teachers to use time away from school.

QUESTION #1-S: Personal Time

PROBLEMS	SUGGESTED SOLUTIONS*
1. I found that a great deal of personal time went into writing IEP's.	1. More time off.
2. Did most of the writing of the IEP's on my own time.	More release time or in-service days.
3. A lot of personal time was used- about 2-3 hours a night for 3 weeks, plus week-ends.	
4. A significant amount of personal time was required to complete IEP by due date.	
5. A MAJOR FACTOR to consider - countless hours of hometime used.	
6. Phenominal amount spent on IEP's.	
7. Used it to write IEP's.	
8. Obviously, used a great deal too much personal time.	
9. Majority of IEPs were written during personal time.	
10. Too much.	
11. Not reimbursed.	

QUESTION #1-T: Contact with Project AID

PROBLEMS	SUGGESTED SOLUTIONS*
1. Were help for guidelines	
2. Good - A really big help with questions, procedures, & problems.	
3. The IEP trainer was informative and helpful in getting started on the IEP process as well as along the way.	
4. More forms to fill out.	

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
1. The IEP's really help to establish specific goals - needs, etc. to begin instruction with - and to continue through the year. Helps parents understand child's needs.	
2. A greater in-depth understanding of each child and clearer goals & objectives as a defined framework to work within immediately.	

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the

PROBLEMS	SUGGESTED SOLUTIONS*
The IEP - does give us an extra chance to discuss with the parents the program and also gives parents a copy of the activities. Also, I feel that its going to make progress reports easier.	

QUESTION # 3 : Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

PROBLEMS	SUGGESTED SOLUTIONS*
1. Much easier - will help stagger IEP's - Having done them, a review will be by comparison, an easier task. Knowing the students & their needs will also help establish priorities for upcoming instruction.	
2. Time factor will make the process simpler.	
3. It seems as though basically the IEPs are being written two times/year instead of the understood one time/year.	
4. Despite changes in IEP format negative impact of fall experience is greatly lessened due to familiarity.	

LEARNING AND ADJUSTMENT TEACHERS

UNIQUE RESPONSE

QUESTION #1-A: Establishing routine classroom and/or itinerant functions.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Will now be disrupted middle of March to middle of june due to re-testing, revision of IEP's, conferences. 2. Our academic routine had to be rearranged around a schedule erroneously set up by the school in the fall. It has been difficult juggling required subject matter according to the availability of students. 3. Itinerant functions are limited to teacher information sessions. Although the MIT comes twice a week it doesn't seem enough.	1. IU personnel should have input into scheduling for the next year, according to IEP objectives and needs of the students. 2. Schedule any training day in very late summer.

QUESTION #1-B: Classroom or itinerant planning time

PROBLEMS	SUGGESTED SOLUTIONS*
1. I didn't let the IEP intefere with my planning time. 2. All time in Sept./Nov. seem to be IEP. Now starting over again.	1. Early dismissal 1 day enery - other week for planning.

QUESTION #1-C: Instructional or therapy time

PROBLEMS	SUGGESTED SOLUTIONS*
1. Aide left to do much of instruction at beginning of year.	1. One day in teacher's schedule set aside for conferences at beginning and end of year.

QUESTION #1-E: Evaluation, screening, and other assessment activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Need criterion referenced reading assessment materials for "annual reviews". 2. Assessment tools unavailable for the spring reassessment. Retesting students for these results would be counter productive.	1. Student should receive all test before entering classroom.

QUESTION # 1-F: Difficulties with referral procedures

PROBLEMS	SUGGESTED SOLUTIONS*
1. Was not involved in writing IEP on new child to be added to class. 2. Because procedure is more involved, district teachers are reluctant to start the referral process.	1. Include teacher in future (for writing IEP on new child. 2. In-service these people about the process and stress that we want what's best for the child.

QUESTION #1I : Accessibility of student records

PROBLEMS	SUGGESTED SOLUTIONS*
New students' records had to be tracked down.	Teacher time is too valuable to be involved in tracking down records.

QUESTION #1-J : Routine computer forms and other records

PROBLEMS	SUGGESTED SOLUTIONS*
1. Why does a trained teacher have to do computer coding, rather than a clerical worker.	1. Have these records completely updated prior to opening of school year. 2. Have clerical workers do it.

QUESTION #1K : Progress Reports

PROBLEMS	SUGGESTED SOLUTIONS*
I didn't find the IEP helpful in writing my progress report.	

QUESTION # 1L : IEP planning activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Everything is geared to goals. Much inbetween activity is ignored.	

QUESTION # 1M : Communication among evaluation and/or IEP team members

PROBLEMS	SUGGESTED SOLUTIONS*
1. Heavy schedule of all personnel impedes regular team meetings. 2. Very poor - teacher not instructed as to what specifically should have been said to parents.	1. Scheduled time when all team members meet.

QUESTION # 1N : IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Took a very long time. I found each conference with parents ran about 1 1/2 hrs.	

QUESTION #10 : IEP writing activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Very time consuming and basically not helpful.	

QUESTION # 1-P: Availability of telephone

PROBLEMS	SUGGESTED SOLUTIONS*
1. Available but not private 2. Teacher can not make contact outside local area. 3. In our building, use of the telephone is difficult since there is only one line into the building.	

QUESTION # 1-Q: Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
1. Time-consuming but necessary. It is difficult to establish a pattern with requirements changing so frequently. 2. Teacher time too valuable - very time consuming from the children.	1. No change until state standards etc. are permanently established.

QUESTION # 1 R: Use of compensatory time

PROBLEMS	SUGGESTED SOLUTIONS*
1. Compensatory time was offered during the school day, but I personally felt I did not feel it fair to the students to utilize it. 2. Requested a day and was asked to come after school.	1. Allow teachers to log their own time. 2. Perhaps <u>one</u> or <u>two</u> inservice days could be built in before initial teaching begins. 3. Perhaps instead of compensatory time during student days, it could be offered during an in-service time or perhaps additional pay could be offered to teachers for working at home or in their <u>own</u> building on a day off. (It was offered on a limited basis in Norristown, but for many of us that is an extreme amount of travel time.

QUESTION #1S : Personal time

PROBLEMS	SUGGESTED SOLUTIONS*
1. I found myself taking time from my own family or activities that I normally enjoy outside of class.	

QUESTION # 1T : Contact with Project AID

PROBLEMS	SUGGESTED SOLUTIONS*
1. A lot of time wasted here. People mainly griped at these meetings - so not much got done.	
2. No problem. Project AID performance excellent.	

QUESTION # 1U : Coordination of IU IEP activities with District IEP activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Some difficulty with one child I had in gifted program - the district never received their copies of my IEP.	

QUESTION # 1V: Other

PROBLEMS	SUGGESTED SOLUTIONS*
1. Project PIE - I <u>really resented</u> being chosen to have this extra burden.	

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
1. <u>Accountability</u> for placement in Special Education - necessary for tracking purposes. too. Absolutely necessary for teacher & pupil.	
2. Parents are more aware of their child's needs & capabilities.	
3. Concept good but is it worth it as far as results and how helpful is it for the teacher to use.	
4. Very few. I feel most of it has been an exercise in meaningless paperwork. It has not replaced anything - just added more paperwork.	

QUESTION # 3 : Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

PROBLEMS	SUGGESTED SOLUTIONS*
Information just as scattered and chaotic.	

QUESTION # 4 : What other comments do you have?

PROBLEMS	SUGGESTED SOLUTIONS*
1. IEP concept of parent-teacher collaboration depends largely on parent willingness to become involved. This desire was totally absent in parents of students assigned to my class. The IEP as a result became a centralization exercise for long-range goals and short term objectives.	
2. I would like to get back to teaching and away from being a secretary.	

LEARNING AND ADJUSTMENT

MASTER ITINERANT TEACHERS

REPRESENTATIVE RESPONSE

QUESTION #1-A: Establishing routine classroom and/or itinerant functions.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Completely disrupted by IEP priorities. The 1st month of school is critical to year long management and the heavy burden of IEP's in Sept./Oct. was very disruptive.	1. Schedule as many IEP Planning Sessions after student hours as possible. Reimburse teachers for time beyond contractural day and reimburse LEA reps as well if time is beyond normal work day.
2. Serving as LEA rep. took away from follow-up time alloted to students. At least 12 hours lost to date this year.	
3. Can be interrupted anytime when involved in the IEP process.	

QUESTION #1-B: Classroom or itinerant planning time.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Parent conference interferred with regular schedules.	

QUESTION #1-D: Your personal relationships with students and/or parents.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Although parental relationships may have been improved by early year contact, this should not be the priority at the beginning of the year.	
2. Parent relations much more formal - strained in some.	

QUESTION #1-E: Evaluation, screening, and other assessment activities.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Routine procedure but more pressured than usual.	

QUESTION #1-F: Difficulties with referral procedures.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Initial placements are delayed by up to 2 weeks due to typing and mailing of IEP and new due process forms. 2. Possibly caused delays to referrant's detriment.	

QUESTION #1-N: IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. As an itinerant teacher, I am responsible for attending planning meetings for students coming into our classes from regular district classes. I have found the principals to be very lacking in knowledge of procedures. 2. Too much time	1. More training for district personnel.

QUESTION #1-O: IEP writing activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Much more writing time is now required of teachers due to IEP. Much of this is done after contract hours.	1. Reimburse teachers for over-time efforts by adding a half hour per day onto contract time and paying for that at rate of 1/14 increase in salary.

QUESTION #1-P: Availability of telephone

PROBLEMS	SUGGESTED SOLUTIONS*
1. Some districts will not allow long distance calls. Can cause problems of communications. 2. Hard in school districts.	

QUESTION #1-Q: Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
1. Awful in beginning	

QUESTION #1-R : Use of compensatory time

PROBLEMS	SUGGESTED SOLUTIONS*
1. Pay with money, not with time! 2. Unaware we could have compensatory time. 3. What is this?	

QUESTION #1-S : Personal Time

PROBLEMS	SUGGESTED SOLUTIONS*
1. Many teachers had to do a great deal of this.	

QUESTION #1-T : Contact with Project AID

PROBLEMS	SUGGESTED SOLUTIONS*
1. Not as much as promised so far.	

QUESTION #1-U : Coordination of IU IEP activities with District IEP activities.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Very diverse - districts doing their own thing, esp. Springfield 2. Having understood that the district would be responsible for testing students who were referred and are in the process of being accepted into L/A class, I feel they are shirking responsibilities. There was no testing in 2 out of the last 3 incoming students.	

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
1. Largely beneficial to the involved parent. 2. The IEP makes you really focus in on the students needs. The problem is that paper work then takes up a great deal of time which could be spent working on these needs. 3. Makes us more aware of each child's needs. Gives us a method to help us measure progress, or lack of same. It gives the parents an opportunity to become involved in their child's school life.	

QUESTION # 3 : Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

PROBLEMS	SUGGESTED SOLUTIONS*
1. Less hectic - more experienced now in wording and in knowing what is being asked for.	
2. Promises to be an improvement because it is less rushed. Also we've learned from practice.	

QUESTION # 4 : What other comments do you have?

PROBLEMS	SUGGESTED SOLUTIONS*
1. The IEP is here to stay! Many of the problems are also. Despite its advantages, the most serious question to be confronted is the effect that so much effort has upon quality programming. Even as the review/revision process stabilizes, it is unimaginable that this major defect will go away.	
2. There is more teacher frustration and anxiety to handle with the additional paper work of the IEP's and surveys.	

LEARNING AND ADJUSTMENT

MASTER ITINERANT TEACHERS

UNIQUE RESPONSE

QUESTION #1-D: Your personal relationships with students and/or parents.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Parents become scared when presented with such official letters and documents as with the IEP's. L/A classes were handled. The long involved forms (letters, due process, IEP itself) have caused parents to become suspicious.	
2. Improvement here	

QUESTION #1-G: Instructional Aide functioning

PROBLEMS	SUGGESTED SOLUTIONS*
1. Overall teacher requirements placed unfair professional demands on paraprofessional staff.	

QUESTION #1-Q: Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
1. Am one of the "Lucky Ones", asked to keep record of all the time I spend on IEP's.	

QUESTION #1-R: Use of compensatory time.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Have put in time as LEA Rep. Money was promised but was not available. No compensatory time has been offered.	

QUESTION #1-S: Personal time

PROBLEMS	SUGGESTED SOLUTIONS*
1. It has taken about 45 minutes on this form and this is just one of several.	

QUESTION #1-T: Contact with Project AID

PROBLEMS	SUGGESTED SOLUTIONS*
1. Only at meetings.	1. Unlock the facilitators - let them out to work in field.
2. Very good.	

QUESTION # 3 : Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

PROBLEMS	SUGGESTED SOLUTIONS*
1. Much calmer; less terrifying!	

QUESTION # 4 : What other coments do you have?

PROBLEMS	SUGGESTED SOLUTIONS*
1. Overall, I look to the IEP process as the opportunity to formalize planning and review of programs for children with parental input and parental understanding, making parents significant partners with the educational system. I do think that teachers must yet be educated in ways to evaluate progress of students and do systematic planning. Once the format of the IEP is understood, each program must set out to give teacher's the tools to write more appropriate objectives that lend themselves to the diagnostic-prescriptive model.	

LEARNING DISABILITIES TEACHERS

REPRESENTATIVE RESPONSE

R

QUESTION #1-A : Establishing routine classroom and/or itinerant functions

PROBLEMS	SUGGESTED SOLUTIONS*
It was very difficult to achieve any kind of continuity in routine due to the many interruptions for writing IEPs, conferences, etc.	

QUESTION #1-B : Classroom or itinerant planning time.

I have no planning time. Students go out to special classes with regular classes at all different levels. I have 30 min. prep time for entire week.	

QUESTION # 1-C : Instructional or therapy time.

Much, too much time was taken away from instructional time. This is not fair to the studen and teacher -- who must account for progress.	

QUESTION #1-D : Your personal relationships with students and/or parent.

Students complained about me being out so much. Parents have been very upset over all the documents sent. They don't understand and set upset with teacher.	

QUESTION # 1-E : Evaluation, screening, and other assessment activities

Over tested - I felt IEP would have been the same for a student I had year before due to progress that year and June testing.	

QUESTION # 1-G : Instructional Aide functioning

Put more pressure and responsibilities above and beyond job - on aide - because of added work to program.	

QUESTION # 1-H: Routine contact with supervisors

PROBLEMS	SUGGESTED SOLUTIONS
Supervisors were so busy with all of the conferencing that they had less time to come out to classes to help with classroom problems.	Might schedule contact during free time so as not to lose class time.

QUESTION # 1-I: Accessibility of student records

PROBLEMS	SUGGESTED SOLUTIONS
Often difficult - because records are in Norristown and if I needed to see them I would have to go on my own time.	

QUESTION # 1-N: IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS
Difficult to arrange times appropriate to both LEA Rep and teacher.	

QUESTION # 1-T: Contact with Project AID

Devoted to the writing and planning of ieps. Excellent.	

QUESTION # 1-S: Personal time

PROBLEMS	SUGGESTED SOLUTIONS
too much personal time is needed in order to complete IEPs. Excessive	

QUESTION # 1-U: Coordination of IU IEP activities with District IEP activities

PROBLEMS	SUGGESTED SOLUTIONS
Confusing. Parents don't know where to send forms. IU not sure of what District has done. IU and District often conflicted in their guidelines. Eventually, ideas conformed. In-between those times there was confusion.	

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
Objective based education - which we already had. If our program was not run by a criterion reference method - IEPs would be very helpful. However, as it is, I find myself duplicating information.	

QUESTION # 3 : Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

PROBLEMS	SUGGESTED SOLUTIONS*
The actual writing of IEP will be easier. Also because the reviews are done now, we will have a much smoother beginning in classroom in Sept.	

QUESTION # 4 : What other comments do you have?

PROBLEMS	SUGGESTED SOLUTIONS*
However they are just duplicates of what already exist. Teachers are doing double work. The money wasted in IEP writing, conferencing, substitutes could be used in establishing new classes for each exceptionality with money left over!	

LEARNING DISABILITIES TEACHERS

UNIQUE RESPONSE

QUESTION #1-A : Establishing routine classroom and/or itinerant functions

PROBLEMS	SUGGESTED SOLUTIONS*
This was not too bad because I have a very efficient aide who can carry out my routines successfully.	Shortened IEP forms that would not take up as much time to complete - since in our program most objectives are written out by program (reading, language, etc) I felt very repetitious. Less observations and phone calls that distrupt my day.

QUESTION #1-B : Classroom or itinerant planning time.

PROBLEMS	SUGGESTED SOLUTIONS*
Yes - on any short break I had - I was calling parents or writing letters and not developing program. Itinerant planning time was difficult to arrange because itinerants had so many meetings to arrange among the teachers.	Early release once a week or L.D. students take special classes (art, music, gym) as a whole class.

QUESTION #1-D : Your personal relationships with students and/or parents

PROBLEMS	SUGGESTED SOLUTIONS*
	Make the forms less overwhelming, more personal.

QUESTION #1-E : Evaluation, screening, and other assessment activities

PROBLEMS	SUGGESTED SOLUTIONS*
The I.E.P. didn't change any of this. Too much time spent collecting sample to back up objectives written. Filing becomes major task.	Less assessments that need to be collected and filed rather a sample that the end product has been accomplished.

QUESTION #1-F : Difficulties with referral procedures

PROBLEMS	SUGGESTED SOLUTIONS*
	Info on student personal as well as academic, should proceed student by at least a week.

U

QUESTION # 1-I : Accessibility of student records

PROBLEMS	SUGGESTED SOLUTIONS*
Majority of IEP time is spent searching through confidentifal folders in office.	Let teacher have computer print-out

QUESTION # 1-J : Routine computer forms and other records

PROBLEMS	SUGGESTED SOLUTIONS*
	Mistakes would indicate more training is needed by teachers or forms should be done by one central group of people.

QUESTION # 1-K : Progress Reports

PROBLEMS	SUGGESTED SOLUTIONS*
Progress reports are no longer a necessity. Parent conferences and review of IEP may take its place. Has no value to teacher does not show what student has accomplished.	

QUESTION # 1-L : IEP planning activities

PROBLEMS	SUGGESTED SOLUTIONS*
The days we were given to write IEPs are appreciated.	

QUESTION # 1-N : IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS*
OK - except when they coincided with Progress conferences - Both IEP and Progress conferences are not necessary.	I would like to pick a 2 days for conferences. If parents cannot make it these days, we would have the conference over the phone.

QUESTION # 1-O : IEP writing activities

PROBLEMS	SUGGESTED SOLUTIONS*
I felt an excessive amount of time was spent writing objectives which could have been on a checklist.	

QUESTION # 1-Q : Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
	Delegate responsibilities to clerical staff Get stamped envelopes!

QUESTION # 1-R : Use of compensatory time

PROBLEMS	SUGGESTED SOLUTIONS*
This was necessary. However too much instructional time was lost. Substitutes cannot take the part of the real teacher.	More compensatory time or reimbursement for use of personal time.

QUESTION # 1-S : Personal time

PROBLEMS	SUGGESTED SOLUTIONS*
	Reimbursement

QUESTION # 1-U : Instructional Aide Functioning

PROBLEMS	SUGGESTED SOLUTIONS*
Great! Additional aides should be hired as substitutes for aides who are certified.	

QUESTION # 4 : What other comments do you have?

PROBLEMS	SUGGESTED SOLUTIONS*
I have also questioned the accountability factor in the IEP process. What exactly is the teacher's responsibility? What can the teacher be held accountable for? I feel that the concentration on the IEP has resulted in a neglect of other important activities related to the educational well-being of the students. For example, I have not attended one IU inservice to date this year where we received any information regarding new methods and/or materials or new trends, research, testing (diagnostic) procedures in the special ed. field. I don't feel the teacher is any more informed as a result of the IEP. The parent, however, has some concrete information on the direction the child is headed in.	

LEARNING DISABILITIES

MASTER ITINERANT TEACHERS

REPRESENTATIVE RESPONSE

QUESTION #1-A: Establishing routine classroom and/or itinerant functions

PROBLEMS	SUGGESTED SOLUTIONS*
1. Time spent in classrooms has been greatly reduced.	

QUESTION #1-B: Classroom or itinerant planning time

PROGRAM LD POSITION IMT NO. RESPONDING

PROBLEMS	SUGGESTED SOLUTIONS*
1. Planning time that normally would be used in program development has been reduced because of the time needed to coordinate all the parts of the IEP process	1. Simplify the procedure - forms, paperwork; standardize when review/revisions are to be held and stagger them

QUESTION #1-C: Instructional or therapy time

PROBLEMS	SUGGESTED SOLUTIONS*
1. Time assisting teachers has been greatly reduced.	

QUESTION #1-L: IEP planning activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Takes much, much time.	

QUESTION #1-O: IEP writing activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Very time consuming 2. Excessive	

QUESTION #1-Q: Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
1. Much time	

QUESTION #1-T: Contact with Project AID

PROBLEMS	SUGGESTED SOLUTIONS*
1. OK - try to be helpful but they can't change the answers!	

QUESTION #1-U: Coordination of IU IEP activities with District IEP activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Coordinate all persons - ex. one child can be in an IU class, have district speech and adaptive P.E. and IU language therapy.	
2. Very much a problem for students going from Iu to district classes, especially now at the end of the year for students going to another level such as Jr. or Sr. High from elementary.	

QUESTION # 2: What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
1. I view the IEP as a step backword for the IU, LD program. Ld has always conferenced with parents and presented present education levels. The program is based on objectives, utilizing a test-teach-test approach. There has been and is an ongoing record of students academic strengths and weakness. These records are more specific than an IEP's.	
2. None, doesn't tell the teacher or help her - is just a writing/ transferring of information exercise.	

QUESTION # 4 : What other comments do you have?

PROBLEMS	SUGGESTED SOLUTIONS
1. The problems that occurred in Sept.- Oct. are no longer significant. the teacher does not do the initial IEP. She does reviews and revisions. The role of the IMT is changed. We no longer are able to spend time in the classes getting to know the students directly or giving the teacher the support she would like. We now must be available to attend district conference, initial IEP meetings, coordinate and write inital IEP, confer with teachers about IEP review and revision, and attend review and revision conferences as IU, LEA.	
2. The IEP process has totally changed the role of the IMT. Now much time is spent evaluating students, holding team meetings, and IEP conferences, writing IEP's and completing computor forms as well as keeping track of forms that need completing and returning.	

LEARNING DISABILITIES

MASTER ITINERANT TEACHERS

UNIQUE RESPONSE

QUESTION #1-A: Establishing routine classroom and/or itinerant functions.

PROBLEMS	SUGGESTED SOLUTIONS*
1. NOT POSSIBLE - IMT's are performing in a different role as a result of IEP's. 2. IEP takes too much instructional time away from students. I could be testing new student and/or helping teachers much more often without IEP's. IEP's are not helpful to our program - teachers, students, etc. Because of structure of program and curricula- IEP's are waste of time, 75-80% of time.	

QUESTION #1-D: Your personal relationships with students and/or parents.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Interaction with parents has increased but first hand knowledge of students has been greatly reduced.	

QUESTION #1-F: Difficulties with referral procedures

PROBLEMS	SUGGESTED SOLUTIONS*
1. More involved and much more work at IMT level that may need to be revised in a month with additions.	

QUESTION #1-I: Accessibility of student records

PROBLEMS	SUGGESTED SOLUTIONS*
1. This is only a problem when the districts do not send copies of the test protocals and who have to wait for them.	

QUESTION #1-L: IEP planning activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. 1) Too many steps 2) Too much paper work 3) District personnel laughing at IU running around in circle with forms in 1 hand and calendar in other.	

QUESTION #1-N: IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. It has occasionally happened that district personnel have come to conferences unprepared. 2. Excessive when done in addition to report card conferences - many parents just don't come.	

QUESTION #1-Q: Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
1. Sometimes AID typing takes too long, too many steps, like a maze.	

QUESTION #1-R: Use of compensatory time

PROBLEMS	SUGGESTED SOLUTIONS*
1. What - is there such a thing?	

QUESTION #1-T: Contact with Project AID

PROBLEMS	SUGGESTED SOLUTIONS*
1. Good, but information in the past has been contradictory.	

QUESTION #1-V: Other

PROBLEMS	SUGGESTED SOLUTIONS*
1. It has come to my attention that the majority of parents are not aware of the IEP process. In spite of explanations, they are confused. The number of people at the IEP meetings is over-whelming.	

QUESTION # 2: What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
1. Considering the program and our monitoring of progress for each student, I feel that the IEP is a step backwards because it is so much more general than what we already have in LD.	

PHYSICALLY HANDICAPPED TEACHERS

PHYSICAL THERAPISTS

OCCUPATIONAL THERAPISTS

REPRESENTATIVE RESPONSE

QUESTION #1 A : Establishing routine classroom functions

PROBLEMS	SUGGESTED SOLUTIONS*
It was well into October '77 before any semblance of a regular class routine could be established due to the assessment and evaluation process required in order to do the IEP's correctly.	

QUESTION #1 B : Classroom planning time

PROBLEMS	SUGGESTED SOLUTIONS*
	Comp. time with substitute in room

QUESTION #1-C: Instructional or therapy time

PROBLEMS	SUGGESTED SOLUTIONS*
1. Not enough time in a day and/or week to effectively treat the student to obtain his fullest potential - best if student could be seen ½ hr./ day.	1. Additional qualified therapists on staff. 2. Better communication between staff before programs are written that are the responsibility of the therapist.

QUESTION #1-D: Your personal relationships with students and/or parents

PROBLEMS	SUGGESTED SOLUTIONS*
1. IEP conferences have decreased the number of parent conferences which were used to demonstrate a review student's therapy program.	1. Continue to have 2 parent conferences/yr. - Dec. and May.
Good for rapport with parents The parents and therapist are having difficulty schedulint convenient time during the working day to discuss I.E.P.s.	The parents could possibly be given certain dates to come in. If not, they could reschedule them again with those staff members involved.

QUESTION #1-E : Evaluation, screening, and other assessment activities

PROBLEMS	SUGGESTED SOLUTIONS*
It was difficult to get the evaluations done on the whole class in such a short period of time. The records are not available at this time but much of the assessment process was done /to/with pupil which meant other students spent a great deal of time doing seat work instead of being taught directly by the teacher.	

QUESTION #1-F: Difficulties with referral procedures

PROBLEMS	SUGGESTED SOLUTIONS
1. Take too much time for paperwork to be completed that student can't be evaluated and IEP written within 30 day limit.	

QUESTION #1-G: Instructional Aide functioning

PROBLEMS	SUGGESTED SOLUTIONS
- My aide was wonderful because she took complete charge of the class while I was out of the room testing. It is the opinion of this teacher that the teacher's assistances were imposed upon during this whole process. Their routines were interfered with and many times they were left with total responsibility of the class in absence of teacher who was at teacher's meeting.	

QUESTION #1I: Accessibility of student records

PROBLEMS	SUGGESTED SOLUTIONS
	The student's records should have regular procedures of signing them out to keep their whereabouts.

QUESTION #1K: Progress Reports

PROBLEMS	SUGGESTED SOLUTIONS
There isn't enough time in the workday to compile accurate, consise progress reports.	The program could set time aside, preferably in-service days at the latter half of the year to begin writing these reports.
1. No time to do adequate reports especially end of the year progress reports.	

QUESTION #1-N: IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS
1. Conferences after school hours without compensation time.	

QUESTION # 1-P: Availability of telephone

PROBLEMS	SUGGESTED SOLUTIONS*
1. This is a problem -phone not available- outside lines all tied up. No privacy	1. More phones, one or two located in an area where more private conversation can be held.
It was very difficult to get a phone line to contact parents, itinerants, etc. with four lines available and they have now removed two of those.	

QUESTION # I-Q: Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
There was much too much clerical responsibilities put on the teachers. Too much time.	A simplified time sheet with time spent on evaluation and writing.

QUESTION # I-R: Use of compensatory time

PROBLEMS	SUGGESTED SOLUTIONS*
What's that	

QUESTION # I-S: Personal time

PROBLEMS	SUGGESTED SOLUTIONS*
1. Many conferences extended beyond 3:15 and paperwork often done at home due to lack of time during school day.	1. Compensation for individual's time when IEP conference extends longer than school day.
During Sept. and Oct. I was writing from the time I got home until 12 or 1 A.M. to complete the work on time	The staff should be compensated for writing activities after regular work hours.

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
Individualized instruction with increased parental knowledge of program.	
Could conceivably give an improved "team" approach to each student.	

QUESTION # 3 : Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

PROBLEMS	SUGGESTED SOLUTIONS*
A little less tension.	

PHYSICALLY HANDICAPPED TEACHERS

PHYSICAL THERAPISTS

OCCUPATIONAL THERAPISTS

UNIQUE RESPONSE

QUESTION # 1-A : Establishing routine classroom functions

PROBLEMS	SUGGESTED SOLUTIONS*
	I really wish I knew! This is a problem for which I can see no solution because of the diversity of abilities and physical limitations make individual testing necessary. Let us write the IEP's without children being in school - take 3 days (in-service) for writing IEP's at beginning of year (general solution for all problems)

QUESTION # 1-B : Classroom planning time

PROBLEMS	SUGGESTED SOLUTIONS*
Because of the nature of my class, it was most difficult to plan and leave for any period of time. What time!	

QUESTION # 1-C: Instructional or therapy time

PROBLEMS	SUGGESTED SOLUTIONS*
1. Gross motor programs in classroom not always discussed with therapist before being written in the IEP.	
No problem here as I worked around therapy schedules.	

QUESTION # 1-E : Evaluation, screening, and other assessment activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Student should only be evaluated after a full medical history is obtained. This evaluation should be done before all students resume school in September.	1. Have 1st 2 weeks of school free for initial evaluation and IEP review for those students concerned only. Then whole team can do more thorough evaluation and therefore write a more comprehensive program.

QUESTION # 1- G : Instructional Aide functioning

PROBLEMS	SUGGESTED SOLUTIONS*
She was the one that kept the room together.	This could not be remedied because the children have such short attention spans they cannot function in a testing situation with the distraction of classroom activities

QUESTION #1-I : Accessibility of student records

PROBLEMS	SUGGESTED SOLUTIONS*
No problem as our files are kept right here in our school building.	

QUESTION #1-J : Routine computer forms and other records

PROBLEMS	SUGGESTED SOLUTIONS*
Too many!	
Some of the information - particularly the dates of last psychological exams were not on the forms - even though some of them had been done 1 or 2 years previously	

QUESTION #1-K : Progress Reports

PROBLEMS	SUGGESTED SOLUTIONS*
1. No mechanism for mid-year therapy reports.	1. Three full days free of schedule to complete this paperwork.

QUESTION #1-L. : IEP Planning Activities

PROBLEMS	SUGGESTED SOLUTIONS*
No problem - we just had to wait a few days until therapists had time to discuss our students.	

QUESTION #1-N : IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS*
No problem - my parents that wished a conference all agreed on dates and times all attended. Therapists were very cooperative. It was bad enough spending 3/4 of the time preparing each IEP on personal time without having to meet with parents after school until 6:00 P.M.	1. Meeting times should be at end of day after students have left so that whole team can meet with parents/guardian without interrupting normal schedule which cuts other students therapy time.

QUESTION #1-O: IEP writing activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Finished IEP not read by therapists concerned - wording on some activities misleading or wrong - IEP signed by parents before wording was corrected - led to more paperwork.	1. IEP should be read by all therapists concerned before sent to parents for signature.

QUESTION # 1P : Availability of telephone

PROBLEMS	SUGGESTED SOLUTIONS*
The MH/MR (CDE) has connected one private line to use specifically for emergencies.	Unless there's a specific problem, the line should not be held up over a long period of time or more than one line should be installed within the building.

QUESTION # 1-Q: Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
The time sheets were necessary, I guess. But having to categorize the activities and figure out how much time was spent doing each one seems unnecessary.	

QUESTION # 1-S: Personal time

PROBLEMS	SUGGESTED SOLUTIONS*
Personal time at home - I'm determined to never do another one on this basis no matter what the deadline is!	

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
1. a.) Good tool to let all members of team know what activities the others are doing to make a more coordinated program.	
b.) Lets parents receive a more comprehensive report on child's program and gives them the chance to let the team members know any difficulties they are having at home that might be worked on at school.	
None	
A well thought out plan for establishing a program applicable to each child - also a good self-evaluative process for the teacher.	

QUESTION # 3: Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

PROBLEMS	SUGGESTED SOLUTIONS*
Teachers do not have to play "beat the clock" as we had to in the fall.	

QUESTION # 4 : What other comments do you have?

PROBLEMS	SUGGESTED SOLUTIONS*
This has been one of the most difficult years of my teaching experience and I attribute this to the pressure that has been on myself and the staff because of the IEP. Teaching is no longer enjoyable! It seems that teaching has moved from the realm of how to better meet children's needs to satisfying parents' demands and meeting state mandates.	

SEVERELY/PROFOUNDLY MENTALLY RETARDED

REPRESENTATIVE RESPONSE

QUESTION #1-B : Classroom or itinerant planning time

PROBLEMS	SUGGESTED SOLUTIONS*
	In spring and fall, in addition to release time, possible early dismissal once a week. Give release time.

QUESTION # 1-J: Routine computer forms and other records

PROBLEMS	SUGGESTED SOLUTIONS*
Waste of teacher time.	Not teachers responsibility.

QUESTION #1-K : Progress Reports

PROBLEMS	SUGGESTED SOLUTIONS*
Waste of time - IEP should replace them. Waste of teacher time. IEP now covers all that information.	Progress reports should be taken directly from IEP's to avoid duplication of work. Should also have one section to report those changes which can't be measured on IEP.

QUESTION #1-L : IEP planning activities

PROBLEMS	SUGGESTED SOLUTIONS*
	A more equitable dispersement of money so that the instructors are fully compensated for their time and effort.

QUESTION #1-P : Availability of telephone

PROBLEMS	SUGGESTED SOLUTIONS*
	1 phone for 30 people is hardly adequate.

QUESTION # 1-N : IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS*
	Provide substitute teachers for conference days. Have conference days built into the calendar, just like in regular schools. Teacher shouldn't be taken out of the classroom - time should be available for conferences when children aren't in school.

QUESTION # 1-S : Personal time

PROBLEMS	SUGGESTED SOLUTIONS*
Almost all IEP writing, and some conferences, were done on personal time. I spent too much personal time - willing to allot some personal time but not as much as I did.	

QUESTION # 1-V : Other

PROBLEMS	SUGGESTED SOLUTIONS*
Amount of forms and record keeping extremely time consuming, boring amount of time spent in recopying rough draft (average of 2 2 1/2 hours per child)	

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
Parents more aware of content of child's educational program. Better chance child's educational program will be appropriate to child's needs. More opportunity for parents to play direct role in program planning. Although it was a long process and many headaches it's an excellent idea to have a detailed plan for each child which can be passed on with him. There just has to be a middle ground so that too much time is not spent in writing and not enough in implementing the program.	

QUESTION # 3 : Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

PROBLEMS	SUGGESTED SOLUTIONS*
I foresee the same problems - the major one being inadequate time and compensation.	

QUESTION # 4 : What other comments do you have?

PROBLEMS	SUGGESTED SOLUTIONS*
I feel most bitter though on how the money was alloted and the inconsistency among programs. Some people were given an abundance of time and others suffered. I know I keep repeating it, but IEP's take a lot of time. I spent an average of 6 hours per student IEP (some more time if conferences were held). With only 45min. free time in a school day, it would take 8 school days per student, and during those 8 days, when would I do my planning for school activities? All the solutions I can think of require the I.U. to spend money: 1) hire (or train present aides) more qualified instructional aides so that we could be given planning time during the day (this would mean pay increase if aides were more qualified); 2) hire roving aides -- at least have 2 aides in a room if teacher must leave for conferences; 3) have conference days -- either class by class or an entire program. These days can not be back to back, -- IEP are now being staggered.	

SEVERELY/PROFOUNDLY MENTALLY RETARDED

UNIQUE RESPONSE

QUESTION #1-C : Instructional or therapy time

PROBLEMS	SUGGESTED SOLUTIONS*
	Hire more therapists.

QUESTION #1-D : Your personal relationships with students and/or parents

PROBLEMS	SUGGESTED SOLUTIONS*
Put a strain on relationships with parents.	

QUESTION #1-G : Instructional Aide functioning

PROBLEMS	SUGGESTED SOLUTIONS*
	Aides with some level of college training (in M.R.) should only be left in charge.

QUESTION #1-J : Routine computer forms and other records

PROBLEMS	SUGGESTED SOLUTIONS*
	Should be filled out by people other than teachers. It is a waste of my valuable time.

QUESTION # 1-M: Communication among evaluation and/or IEP team members

PROBLEMS	SUGGESTED SOLUTIONS*
	Have separate IEP for speech. PT and OT should also write an IEP and not be involved in teachers.

QUESTION #1-N : IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS*
Chaotic!	

QUESTION # 1-Q: Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
	Thoroughly unorganized. Changes every week!

QUESTION #1-R : Use of compensatory time.

PROBLEMS	SUGGESTED SOLUTIONS*
Didn't know it existed.	

QUESTION # 1-S: Personal time

PROBLEMS	SUGGESTED SOLUTIONS*
One's time is not personal if you are a teacher.	

QUESTION #1-T : Contact with Project AID

PROBLEMS	SUGGESTED SOLUTIONS*
What is Project Aid besides an absolute waste of money!	

QUESTION # 4 : What other comments do you have?

PROBLEMS	SUGGESTED SOLUTIONS*
A deep resentment for taking my classroom preparation time to answer surveys such as this one knowing very good and well that it will have no impact on future planning if it is even read! I received no feedback at all from anyone in supervisory position regarding the quality of more IEPs - I don't know if this is the supervisor's responsibility or the IEP evaluator but I feel this would be quite essential for successful implementation of the IEP. I personally believe in the whole idea of the IEP procedure but the importance which has been placed on some aspects e.g., everything should be copied, dated, everything should be written down i.e., communic. with parents, gets a bit carried away. It's not that we're running a company which is under contract with another firm to complete work by a certain date. We're dealing with children not machines and are supposed to be professional working with them not people who are trying to get away with things. If so then it's the wrong field. Question the spending of IEP money on facilitators rather than the people who actually do the work. I think that many teachers could use more help in making sure that the goals written into IEP's are carried through to effective teaching programs with good data collection systems. As it stands now it would be very easy to write IEP goals and just set them aside. Unless they are carried through, they do absolutely no good!	

TRAINABLE MENTALLY RETARDED

REPRESENTATIVE RESPONSE

QUESTION # 1-A. Establishing routine classroom and/or itinerant functions

PROBLEMS	SUGGESTED SOLUTIONS*
The start of school year was rough ... unable to get into a routine..which is essential when working with this level student..constantly being interrupted by phone conferences, etc. Most difficult for new students.	More time
Time away from classroom; time doing individual assessments, etc. took away from establishing routine. Cur routine was not firmly set until late Oct. I felt the 1st 6 weeks of school were weeks of very limited instruction. Also, itinerant services started very late, robbing my students of precious 1 to 1 instruction.	

QUESTION # 1-B. Classroom or itinerant planning time

PROBLEMS	SUGGESTED SOLUTIONS*
Planning time during the school day is limited at any time of year. It was and is completed at home.	
Nil...since only did IEP writing during free time...before and after school... lunch time. These times were previously used for planning.	
little time	

QUESTION # 1-C. Instructional or therapy time

PROBLEMS	SUGGESTED SOLUTIONS*
Forget it! I was so busy doing assessments and clerical nonsence, I was more a full time secretary/social worker than teacher.	
Speech therapy doesn't get started to end of Oct - due to IEP legalities Continual interruptions - phone calls, meetings, etc. also took time from instruction.	

QUESTION # 1-D Your personal relationships with students and/or parents

PROBLEMS	SUGGESTED SOLUTIONS*
For some of my parents, the forms were difficult to read and understand. Mailings prompted phone calls and in one case a visit to me at home. I felt the parent in some cases became very anxious. How often can you say to a student - "Not now, I'm busy!? I found paperwork and forms came before personal time with kids and parents. Took longer time to get close and establish rapport.	

QUESTION # 1-E Evaluation, screening, and other assessment activities

PROBLEMS	SUGGESTED SOLUTIONS*
Took so much time from regular classtime. Couldn't go on and teach because of assessments, yet couldn't test individual with classful of kids because others would be neglected.	

QUESTION # 1-F Difficulties with referral procedures

PROBLEMS	SUGGESTED SOLUTIONS*
Very little follow-up by supervisor unless another administrator is involved.	

QUESTION # 1-G Instructional aide functioning

PROBLEMS	SUGGESTED SOLUTIONS*
Aide..had to take over when I got calls or had conferences..but I did no IEP writing..during school time! Aide being given inappropriate "covering" responsibilities.	

QUESTION # 1-H Routine contact with supervisors

PROBLEMS	SUGGESTED SOLUTIONS*
Very little contact No one had time for anybody. Not even just to discuss normal classroom things, student problems or anything non IEP related. Everyone was running around but ignoring main purpose at hand. There was no time for routine contact. Our supervisor was consumed by IEP's. No time was left for help with individual student instruction problems.	Supervisor is very difficult to track down. He should set up a schedule and keep. His class supervisory comes first.

QUESTION # 1-I: Accessibility of student records

PROBLEMS	SUGGESTED SOLUTIONS*
Impossible to locate info that was necessary since kept elsewhere. What good does computer do anyway? It was extremely difficult to take out records	Could teacher have copy of educational profile to keep at school?

QUESTION # 1-J: Routine computer forms and other records

PROBLEMS	SUGGESTED SOLUTIONS*
Forms are never correct. Did not appreciate having to fill out forms with same information..many times. Waste of time - more records for what and for whom? One more gesture to seem organized.	Only changes should be submitted not the constant input of old material every fall.

QUESTION # 1-L: IEP Planning activities

PROBLEMS	SUGGESTED SOLUTIONS*
It is difficult to get teacher, parent and speech clinician and supervisor to all be here at same time. Not enough time...had to do everything on own time -- after school or before school .. much time waster.	More release time

QUESTION # 1-M: Communication among evaluation and/or IEP team members

PROBLEMS	SUGGESTED SOLUTIONS*
Since everybody was running in every direction, it was near impossible to sit still in same room for periods of time.	

QUESTION # 1-N IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS*
Conferences took away from teaching time. Finding an agreeable time for parent, supervisor, etc. limited flexibility of conference scheduling. Hard to arrange.	

QUESTION # 1-O: IEP writing activities

PROBLEMS	SUGGESTED SOLUTIONS*
Much time wasted Time Time consuming	

QUESTION # 1-P Availability of telephone

PROBLEMS	SUGGESTED SOLUTIONS*
Not often encugh I found many pay calls were made at home - out of necessity Had to inconvenience district and tie up lines. Also being called out of class consistently was frustrating	

QUESTION # 1-Q Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
Logging how much time it took to log the log for P.I.E. (I realize this info was vital) together will all other clerical work compounded problems of time. Also, typing and copying the IEP's was a problem. Adds considerably to time used without improving the product. Time	Cut out all not essential to IEP's or instructional activities.

QUESTION # 1-R: Use of compensatory time

PROBLEMS	SUGGESTED SOLUTIONS*
I work better at home or in a quiet office, not in school where phones can still reach me and kids are still in contact. Availability of compensatory time not announced until after most of the work was done Not enough	Activities should be done during school hours. If absolutely necessary, compensatory time should be paid per diem on individual not $5.00 an hour.

QUESTION # 1-S: Personal time

PROBLEMS	SUGGESTED SOLUTIONS*
Most of the actual IEP writing was done at home. Again, preparation for lessons which I normally do at home was not done.	Must give more release time.. or at least some financial compensation for personal time used

QUESTION # 1-T: Contact with Project AID

PROBLEMS	SUGGESTED SOLUTIONS*
Helpful but hectic - forms were big problem	

QUESTION # 2: What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
More parental input to program of student. The closeness that the teacher and parent work together. Parents feel that they are partners in education and some of their suggestions prove valuable.	

QUESTION # 3: Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

PROBLEMS	SUGGESTED SOLUTIONS*
Without having been fully involved in spring review/revision process, I have just barely begun this night-more all over again! In short, all types of parent contacts and follow ups, conference scheduling with LEA reps and clinicians takes more and more time! Time away from my kids, my program, myself!! I see now the necessary squeezing in of conferences during school/prep times etc. interrupting program and itinerant services. However, staggered they may be, the IEP process still puts heavy demands on the classroom teacher and rest of evaluation team that can be spent more in ways dealing directly with children and with program . I at least know the child now. In the fall I didn't have time to really know the child. Not yet.. just started..but certainly less pressured.	

QUESTION # 4: What other comments do you have?

PROBLEMS	SUGGESTED SOLUTIONS*
The frustrations of form upon form, phone calls, meetings, changes in procedure (what seem like) every other day have taken a large portion of joy from teaching; and I suppose have changed the definition of the word "teacher." My aide likened the entire situation to that of 2 people standing in the middle of a grocery store discussing the fact that they are starving. We have become so occupied with educational verbiage - the red tape - that teaching is fast becoming our secondary function. As the two men will eventually starve from conversation only, so will our students starve educationally. We have the materials, the theory and capability to teach effectively but must spend increasingly longer amounts of time writing about it rather than doing it. Technology has become a burden. Being a schoolmarm in a one-room school is becoming a dream rather than a night-mare. To do an effective job with both teaching and IEP program planning, more time is needed. I would like to suggest a way in which this time could be given to each teacher. On a regular basis, perhaps two times per month, each teacher will be given 1/2 a day for the following activities: 1. parent conferences 2. reviewing records - which requires travel 3. clerical work 4. IEP writing and review 5. development of assessments for goal planning and pupil evaluation 6. meetings with other therapists, supervisors, etc. which contribute to the IEP. At this point, these activities are completed for the most part during instructional time or on home time. The few minutes each day regarded as "prep" time is taken up with daily activities; necessary to planning and working with students. The 1/2 day of additional prep time may be arranged by early dismissals (2 hours lost of instruction at one time rather than constant interruptions I feel will benefit my students rather than detract) or by hiring a number of permanent substitutes to rotate among a group of teachers freeing them one morning or one afternoon on a consistent biweekly basis. Thank you for giving us an opportunity to vent frustrations!	

TRAINABLE MENTALLY RETARDED

UNIQUE RESPONSE

QUESTION # 1-A Establishing routine classroom and/or itinerant functions

PROBLEMS	SUGGESTED SOLUTIONS*
	Early dismissal afternoons 2x month, right after lunch to be writing revisions, scheduling conferences, etc. to alleviate some personal time to have some guaranteed time to plan for and get job done. Allowing the speech clinician to work with students from previous years without going through IEP procedures. Why not have one solid week for this work in August or October. This would have the effect of getting them done and out of our hair.

QUESTION # 1-B: Classroom or itinerant planning time

PROBLEMS	SUGGESTED SOLUTIONS*
	Buses could arrive later - RiverCrest Bus would unload at 8:15 if permitted.

QUESTION # 1-D Your personal relationships with students and/or parents

PROBLEMS	SUGGESTED SOLUTIONS*
Some parents have objected to our time being spent in this way.	

QUESTION # 1-E: Evaluation, screening, and other assessment activities

PROBLEMS	SUGGESTED SOLUTIONS*
These items were done under pressure.. normally done in more relaxed fashion. over longer period of time...after students, especially new ones, have made fair adjustment to school 60% of my students were unfamiliar to me on Sept. 1 to complete all forms by Oct. 1, I needed my assessments to be completed in approximately 2 weeks. That is not enough time to assess all their capabilities. In some cases, the short-term goals written were inaccurate - too low or too high. Weak - young primary TMR's do not have good assessment procedures.	Establish assessments that can be used from preschool up to adult - TMR.

QUESTION # 1-F: Difficulties with referral procedures

PROBLEMS	SUGGESTED SOLUTIONS*
School districts and red tape! It took nearly 2 months for a referral to reach my class! because of it alot of time was lost as teacher was needed to follow up on it as well.	Supervisor should give notice of action taken on referral within 5 days of receiving request.

QUESTION # 1-G: Instructional Aide functioning

PROBLEMS	SUGGESTED SOLUTIONS*
I honestly felt that my aide was taken advantage of. She assumed a teacher role with little or no guidance from me. Fortunately my aide is a talented lady! I felt overdemanding of her - taking advantage of her willingness to cooperate and help. Worst of all was no compensation for aides in any way but a mere pat on back!	

QUESTION # 1-I: Accessibility of student records

PROBLEMS	SUGGESTED SOLUTIONS*
My student records are kept 1/2 hour from my school. To drive there took away from my planning time after school. Needing to recheck info was impossible.	

QUESTION # 1-J: Routine computer forms and other records.

PROBLEMS	SUGGESTED SOLUTIONS*
Any extra paperwork has become a burden	Also a cross reference should be done so that every division and itinerant does not have to submit the same nonsense.

QUESTION # 1-K: Progress Reports

PROBLEMS	SUGGESTED SOLUTIONS*
Did not do any..used IEP conferences and IEP's instead	

QUESTION # 1-L: IEP planning activities

PROBLEMS	SUGGESTED SOLUTIONS*
Worked at school til 10:00 p.m. every day. Wondering where to start first with each child.	All rough drafts should be approved before typing, not after.

QUESTION #1-M: Communication among evaluation and/or IEP team members

PROBLEMS	SUGGESTED SOLUTIONS*
Sometimes poor	

QUESTION #1-N: IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS*
Time and especially necessity to meet with working parents in the evening. Saw value of pre planning conference but had no time to do them. Forms for parents were awful!	

QUESTION #1-O: IEP writing activities

PROBLEMS	SUGGESTED SOLUTIONS*
	Exact categories should be stated at the beginning of writing.

QUESTION #1-P: Availability of telephone

PROBLEMS	SUGGESTED SOLUTIONS*
Have phone in room	Include on expense account for phone calls made at personal expense. Two telephone lines should be installed at Landis.

QUESTION #1-Q: Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
Full time secretary? Exactly what we feel like except we were supposed to be full time teachers, too! I think much was asked of us. Too much - in every area. Typing not available.	All IEP's to be typed not just favorite staff or very early completions. Include an expense account for mailings of IEP's that needed more than a 13¢ stamp.

QUESTION #1-R: Use of compensatory time

PROBLEMS	SUGGESTED SOLUTIONS*
I wasn't notified about the way the compensatory time was working until after the fact. Compensatory time was not that helpful having to report to a different school for supervision meant more lost time. Needing to be monitored indicated to me that I was not considered a professional.	Better communication with supervisor. Perhaps should carry checklist and mark off when he told person of things. Teachers should be allotted compensatory time for each IEP - e.g., I had to write 23 IEP's and had same compensatory time as teacher with 6 students. Publish one list of instructions, timetables, etc. that apply to all.

QUESTION #1-S: Personal time

PROBLEMS	SUGGESTED SOLUTIONS*
I worked from 2:30 to 10:00 every day and all day every weekend.. and even some days before start of school (7:30)	School is school - Home is home - It is very difficult to survive in the classroom if you take school problems home.
Biggest and most unfair area. No comp time could ever repay teachers here. We certainly deserve remunerations. Most everything was done on my personal time - which left none for personal time!	Don't think teachers should use class time.
No problems	

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
Formalizing plans, assessments, etc. and being forced to think about each activity (teaching) as it relates to each student.	
None. IEP's just make more busy work for diligent teachers. Before you worked on development of student. Now you work on not being sued.	
IEP's just give very verbal parents a chance to create disturbances.	
Getting students needs written down.. (done previously.. but in less formal way) Definite help in planning curriculum Use it for weekly review and update.	so can keep accurate check of how doing

QUESTION # 3 : Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

PROBLEMS	SUGGESTED SOLUTIONS*
Spring will be much easier.	

QUESTION # 4 : What other comments do you have?

PROBLEMS	SUGGESTED SOLUTIONS*
Would like a report card developed that was directly tied in with IEP.	
Work on IEP's delayed any creative thinking concerning improved instruction for about 2-3 months. This factor should be considered when evaluating the system of IEP.	
Also - there are rumors of much easier time with IEP's in other parts of the country. Did our program really have to be this bad?	

GIFTED

REPRESENTATIVE RESPONSE

QUESTION # 1-A : Establishing routine classroom and/or itinerant functions

PROBLEMS	SUGGESTED SOLUTIONS*
IEP process has detracted from classroom procedures - teachers don't have time!	Continue substitute availability
IEP process has detracted from classroom lessons and procedures.	

QUESTION # 1-B : Classroom or itinerant planning time

PROBLEMS	SUGGESTED SOLUTIONS*
IEP process has cut deeply into planning time.	Close programs for 1 month and totally devote to IEP writing.

QUESTION # 1-C : Instructional or therapy time

PROBLEMS	SUGGESTED SOLUTIONS*
No time to plan individual field trips.	

QUESTION # 1-I : Accessibility of student records

PROBLEMS	SUGGESTED SOLUTIONS*
Difficult Difficulty with district.	

QUESTION # 1-L : IRP planning activities

PROBLEMS	SUGGESTED SOLUTIONS*
Too lengthy without released time. Forms are so extensive.	

QUESTION # 1-O : IEP writing activities

PROBLEMS	SUGGESTED SOLUTIONS*
Writing 80 IEPs is extremely difficult to do well in the time framework.	

QUESTION # 1-P : Availability of telephone

PROBLEMS	SUGGESTED SOLUTIONS*
Terribly difficult to get a telephone. Only one line in the school. Impossible - some schools will not provide phones for teachers to use.	

QUESTION # 1-Q : Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
Phoning, typing, zeroxing, most difficult to find time and people resources to help.	

QUESTION # 1-R : Use of compensatory time

PROBLEMS	SUGGESTED SOLUTIONS*
There is none!	

QUESTION # 1-S : Personal time

PROBLEMS	SUGGESTED SOLUTIONS*
Who has any?	

QUESTION # 1-T : Contact with Project AID

PROBLEMS	SUGGESTED SOLUTIONS*
Not always available when questions arise.	

QUESTION # 1-U : Coordination of IU IEP activities with District IEP activities

PROBLEMS	SUGGESTED SOLUTIONS*
No district coordination Confusion!!!	

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
None!!!	

QUESTION # 4 : What other comments do you have ?

PROBLEMS	SUGGESTED SOLUTIONS*
IEP's are a waste of time and are reducing the effectiveness of my classroom activities. The students are suffering while we do an impossible task.	

GIFTED

UNIQUE RESPONSE

QUESTION # 1-A : Establishing routine classroom and/or itinerant functions

PROBLEMS	SUGGESTED SOLUTIONS*
	Use of substitute teacher for 8 days

QUESTION # 1-B : Classroom or itinerant planning time

PROBLEMS	SUGGESTED SOLUTIONS*
	Close program for period of one month to facilitate I.E.P. development.

QUESTION #1-C : Instructional or therapy time

PROBLEMS	SUGGESTED SOLUTIONS*
	Instructional time remains the same - no longer can prepare the total type of lesson I used to do.

QUESTION # 1-J : Routine computer forms and other records

PROBLEMS	SUGGESTED SOLUTIONS*
Who has these???	

QUESTION #1-K : Progress Reports

PROBLEMS	SUGGESTED SOLUTIONS*
Little or no time for progress reports - busy with IEP's	

QUESTION # 1-M: Communication among evaluation and/or IEP team members

PROBLEMS	SUGGESTED SOLUTIONS*
Input from LEA Rep to LEA Rep is very different. Has to be done while eating lunch and bathroom .	Further LEA Rep training.

QUESTION # 1-O : IEP writing activities

PROBLEMS	SUGGESTED SOLUTIONS*
Done at home between 9:30 p.m. and midnight	

QUESTION # 1-P : Availability of telephone

PROBLEMS	SUGGESTED SOLUTIONS*
This is the most difficult area - have to use nurse's phone. Kid threw up on parent contact log!	Restore the availability of "out" phones to teachers at S.E.C. 3 phones were in offices now occupied by Project AID - no longer available to teachers.

QUESTION #1-Q : Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
Pain in the rear. Quite often parents could only be reached after 4:00 or 4:30 p.m., which caused me to use my own home phone.	Hire personal secretary for one month - Kelly girl. Need central place for phoning and storing records. Duplicating and mailing could be done by AID staff secretaries

QUESTION #1-S : Personal time

PROBLEMS	SUGGESTED SOLUTIONS*
	Availability of substitutes earlier in year.

QUESTION # 1-T: Contact with Project AID

PROBLEMS	SUGGESTED SOLUTIONS*
Often couldn't contact them when needed.	Chain them to their desks

QUESTION #1-U : Coordination of IU IEP activities with District IEP activities

PROBLEMS	SUGGESTED SOLUTIONS*
The IU and the school district often don't see eye to eye on the process. As teacher, I am often in the middle.	Coordinator appointed for each district to collate.

QUESTION # 3 : Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

PROBLEMS	SUGGESTED SOLUTIONS*
It's like being pregnant every year.	

QUESTION # 4 : What other comments do you have?

PROBLEMS	SUGGESTED SOLUTIONS*
IEP's stifle creativity!	

SPEECH

REPRESENTATIVE RESPONSE

QUESTION # 1-A: Establishing routine classroom and/or itinerant functions

PROBLEMS	SUGGESTED SOLUTIONS*
Most parents felt a phone call was all they needed for explanation.	Change procedure for beginning of year 3 days of therapy, 2 days testing, paperwork, etc.
Time lag really hurtour programming.	Reduce number of forms
Time required for all activities specific to IEP's delayed start (with criticism from district personnel resultant)	Fewer on caseload
Did not get therapy in progress until November!	Reduced paperwork
Unable to begin therapy with kids actually processed while testing and writing IEP's on new caseload.	Fewer forms, bureaucratic red tape, specifi deadlines to meet

QUESTION # 1-B: Classroom or itinerant planning time

PROBLEMS	SUGGESTED SOLUTIONS*
In both of these areas - planning and therapy time - time is limited because of IEP development. We often have to cancel or postpone therapy/planning time due to some aspect of IEP time line.	<u>Caseload reduction</u> - <u>more therapists.</u>
Any block of free time is always spent partly on the IEP process.	Assistance in getting IEP process completed making calls, keeping records - attending meetings and procedure, etc.
All of my planning time for the first 3 mons. of school was spent in IEP activities - phone calls, etc. Now, when I enroll new students, I spend at least 5 hours, total with IEP, conference and parents.	Reduction in caseload number would aid the extent of planning which must be done to insure effectiveness with each student.
<u>There was no planning time</u>.	Continue with evening hours at IU
For first 2-1/2 months - no planning time available. For last two months - there will be little time available - due to complex IEP process.	It is impossible to service 70 children adequately with new legislation.
With 70 children, it is difficult to give individual programs. Evaluation is inadequate - there isn't enough time to do a thorough job.	
Planning time was a time to either make phone call or write IEP's and even at home there was no time because we were trying to meet deadlines.	
Tuesday afternoons are not sufficient to screen, evaluate, conference, IEP, review records, develop materials, etc.	
Yes: I found that I was less concerned than I should have been with making sure my plans were appropriate in order to get IEP requirements fulfilled.	

QUESTION # 1-C. Instructional or therapy time

PROBLEMS	SUGGESTED SOLUTIONS*
Will have to stop therapy early (third week of May) in order to see parents, revise IEPand do post testing.	Designating more weekly time (more than 3 Tues. P.M. monthly) for evaluation time.
Severely hampered - did not begin until Nov.	Lower caseload to 50 - more therapists
Frequently interrupted by phone calls by parents dropping by.	Again - reduce the size of caseload so the mere paperwork act wouldn't interrupt the flow. We were hired to teach, but less and less time is spent in that act.
In order to evaluate a possible therapy candidate now, I must take therapy time from those already "due processed".	Streamline procedures to increase efficiency and eliminate wasted time and energy
We still must see 60-75 cases and complete IEP process on children	Give us an aide to do the paperwork and tracking down of records, addressing envelopes, resending letters, etc.

QUESTION # 1-D Your personal relationships with students and/or parents

PROBLEMS	SUGGESTED SOLUTIONS*
Parents are overwhelmed with the # of forms and the formality. Do not understand phone call and then letters.	Cut down on number of forms in entire process.
Parents resented the wording on forms - "exceptional" "special education", etc. and even upon prior contact to 1st mailing, they were confused with forms, what to return or keep, etc.	Better education on district level re: itinerant functions and appropriate professional boundaries.
Damaged by situations wherein classroom teachers actively criticized itinerant-based services. Parents don't understand forms - a touch situation in some cases.	Fewer caseload/contact #'s requirement
Many parents couldn't understand why their child didn't receive therapy immediately following their agreement to have her/him enrolled in the program.	Rewrite forms so that the average parent will understand.
Some parents were very reluctant about "labeling" their child - even to the point of requesting that their child be dismissed from therapy.	Process simpler for speech only kids.
Took longer to establish relationship with students.	

QUESTION #1-E: Evaluation, screening, and other assessment activities

PROBLEMS	SUGGESTED SOLUTIONS*
This year evaluations were based on last year evaluations. For new students, they were very sketchy as we were pressured to have IEP's done by October 31st.	Regarding the time factor - we are cutting into therapy time to do these evaluations. It seems as if we never see our students four weeks in a row.
Time involved is incredible. Pressure to get it done is difficult. Hard to know what to write in IEP even after testing - need more time with child.	Lower case load to 50
I felt very restricted in my evaluation procedures due to the time limitations related to IEP deadlines. This interfered with the quality of evaluations.	Have someone else take care of the logistics of mailing forms, calling parents, etc. or somehow change the guidelines to not include us.
Due to the short amount of time to meet IEP deadline, screenings and assessments were not done as thoroughly as this clinician would have liked.	
Appears necessary that these be expanded more time necessary for process of entering children for TX. With special ed children need to do complete evaluations most likely. Problem - testing needs to be done on basis of review/revision schedules during year - this has been difficult finding time to take children from group Tx and make testing time has been difficult. 1/2 hour on Tuesday afternoon is not adequate.	
As for screening new students as they arrive at the school - I haven't been able to keep up with them because there hasn't been a break in the work.	
The basic difficulty lies in the length of time from screening a student to actual enrollment. Some students are kept out of therapy for 3-6 weeks to collect appropriate signatures before beginning therapy.	
Screening was unweildy as teachers had to be interrupted several times to take former caseload, then waiting list, then new students.	

QUESTION # 1F : Difficulties with referral procedures.

PROBLEMS	SUGGESTED SOLUTIONS*
1. District must refer to IU before district clinician becomes involved - time elements delay evaluation, efficiency.	1. Better understanding of IEP process by all educators in system.
2. Teachers not understanding why evals and placements are not instantaneous.	2. Streamline process somehow child is the one who suffers the longer the red tape takes befor therapy can be initiated.
3. Too long for follow-up.	
4. Too many steps requiring paperwork.	
5. I no more than learn them and they change.	
6. Classroom teachers really didn't understand the whole IEP process and didn't understand why it was so difficult now to have a child from their classrooms referred and tested.	
7. At the beginning of the school year - yes - difficulty with procedural channels.	
8. Teachers who make referrals dont understand the delays where result from IEP paperwork.	
9. Follow-ups on referrals were delayed. Only the children with immediate needs were tested. Had no time to take on new students and more IEP.	

QUESTION # 1G : Instructional aids functioning.

PROBLEMS	SUGGESTED SOLUTIONS*
1. This was a great help to me at the beginning of the year when there was so much paperwork and subsequent mailing to be done Having the aide do much of this allowed time to do screening and evaluations.	
2. I was not observed until Feb. 78. That speaks for itself.	
3. Less time can be devoted to working with instructional aids to explain and develop program	

QUESTION # 1H : Routine contact with supervisors.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Many more calls necessary to be sure of procedure because of necessity to legally protect oneself.	
2. IEP process time consuming on all levels of organization.	
3. It has been extremely difficult to contact our supervisor this year, because they, like us, are overloaded.	
4. I felt my supervisor was very busy with his own meeting and did not have the time to discuss problems that I encountered.	
5. Little contact because they were just as busy with these things as we were.	
6. There just aren't enough supervisors. I often call several times just to talk to one, and meetings can never be scheduled before at least a week.	
7. The supervisors are already overloaded and this just gave them other matters to concern themselves with - and less time for us to contact them.	
8. Extremely difficult to maintain contact with supervisor.	
9. Adequate	
10. Supervisors are overburdoned and are not available for consultation on difficult cases as had been the case in the past.	

QUESTION # 1I : Accessibility of student records.

PROBLEMS	SUGGESTED SOLUTIONS*
1. No problem, except difficulty of keeping each folder accurate and complete.	1. Copy records and send them to school they are attending.
2. No problems	
3. More time to obtain past reports is now necessary which again hinder the beginning of the therapy process.	

QUESTION #1J : Routine computer forms and other records

PROBLEMS	SUGGESTED SOLUTIONS
1. Too much time needed to complete.	1. The computer forms on top of the IEP process is the straw that breaks the camel's back. Eliminate both and return to teaching kids.
2. It seems as though I spend half my time writing the samething over and over only on different forms.	2. Although we were given time in an in-service day bases to complete the necessary forms. This was a help. Also deleting test results was also an enormous time saver.
3. We have been so overwhelmed with paperwork due to IEP's that it would be a great help if the computer was not necessary.	3. Wait to perform this duty until Dec. or January.
4. With 70 students the computer forms are a nuisance. Little info can be taken from them. During the year it is one more thing to plan around for new student.	
5. What good do computer forms do? We are not robots.	
6. This plus IEP is excessive.	
7. Writing name, address, etc. on all forms is redundant and very time consuming.	
8. Too much paper work.	
9. Have become a low priority.	
10. There is just too much paperwork.	
11. Why do we need them? Paperwork phenominal.	
12. Can't get to them.	
13. Computer froms have been just additional non-useful information compiling.	
14. It is difficult to keep other records up to date when IEP's require so much time.	
15. Completion of computer forms is an absurd waste of time with no return, correction of computer forms recently requested without access to original forms which required that all info. be checked with each student file.	
16. Less time to do other paperwork required by IU. Too many hours at night on our own time were spent playing secretary.	

17. Had one day to complete them and never get print out until too late.

18. Added to IEP processes, the paperwork has become the main focus of being a speech therapist.

19. The computer forms just add to the paperwork. I don't see how the computer forms aid the clinician.

20. This was just an added headache. The time involved in doing the computer forms is not worth it. We get nothing out of it. After we give the info. we have to check the computer printout for accuracy. It is not an advantage. The address labels were nice, but it would take less time to hand address the envelopes than to fill out computer forms.

21. Computer 1976-77 took 30 hours personal time, 1977-78 took 24 hours. Computer contributes nothing to the teaching or therapy process; it is administrative in nature.

22. This is a real problem - we put down the same information on 3_4 different forms. Why couldn't clerical staff do this? This is a waste of time and energy that could be used in the schools.

QUESTION #1K : Progress Reports.

PROBLEMS	SUGGESTED SOLUTIONS*
1. More paperwork.	1. Reduce caseload.
2. There is little time for written or verbal progress reports.	
3. Insufficient time to do this and therapy properly.	
4. We began therapy so late that little was accomplished before Christmas holidays. It is almost as if a progress report is an extra step-not beneficial until February or March.	
5. Reviews and revisions grossly cut into time available to write reports.	
6. When is this to be done? Iam busy all day with children and when they leave I must go over lesson plans and keep accurate records. There isn't any time set aside for this.	

QUESTION #1L : IEP planning activities.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Too much done at home at least 2 hours each night in addition to working all day.	1. Begin time line sooner, so we don't have to do this at home.
2. It takes too much time to arrange conferences with all the individuals involved.	2. Having the LEA present seems to slow the IEP process. We must find ways to have conferences without the LEA.
3. Very time consuming.	3. Evenings spent at IU with reinbursement very helpful.
4. Not able to attend all planning conferences for 59 special ed. students also recv. speech (too much conflict)	4. Less contacts - the numbers are too demanding.
5. Time away from therapy.	5. Reduce caseload to 50.
6. Testing, consulting and other planning time is consumed by IEP planning activities.	
7. Not enough school time to complete this.	

QUESTION #1-M: Communication among evaluation and/or IEP team members.

PROBLEMS	SUGGESTED SOLUTIONS
1. No problems - except LEA rep. was not always available on the days I was at his school. We often had a several day delay before we could meet for preliminary or final conference. 2. LEA rep. has no idea what's going on nor do they care to. 3. Poor! In my district, there was one big blunder. I think this is being ironed out & the district is now checking to see if there is an IEP (speech) on the child, before any new IEP procedure is initiated.	1. Have meetings before & be introduced to their total curriculum, (not possible this year) so that the IEP would be a more consolidated, unified document. 2. Try to have the building principals set aside some time that these teachers will be free to meet with them, i.e. a substitute for several half days, etc. 3. Reduction of caseload.
4. Poor - the principal was poorly informed. 5. Problem to coordinate - in many cases - 2 or 3 people's schedules. 6. Very difficult to coordinate with special teachers as to conference meetings with parents, time for IEP's to be sent out, and general planning of curriculum. 7. AID committee did a real bang up job. 8. LEA rep's are not anxious to be involved. 9. Very good. They really had things organized. 10. The LEA is the only person I have to meet with. In Sept. they were not really sure what their role was. I doubt if this is still the same. 11. No major difficulties. Betsy Montileone made herself as available as possible & as helpful as possible.	
1. Ours are written after others have theirs completed. We have to locate our students by ourselves , others have them the 1st day. 2. There is not enough free time in the day for this. It is a good idea but teachers (classrom & itinerant) were not free enough at the same time to make regular meetings possible.	

QUESTION #1-N : IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. LEA's a problem - either don't know or don't care to know their responsibilities.	1. Have someone else responsible for scheduling everyone into a convenient conference time - maybe LEA
2. This is time consuming-conferences must be held during regular therapy time - result - shortened therapy time or no therapy that week.	2. Fewer contacts-being able to plan a schedule that would give a certain amount of time for these activities weekly.
3. Principles were disturbed that they had to be present at the speech conferences - too many of them and they took up too much of their time.	3. Separate LEA Rep. for district to serve primarily in that function.
4. Initially only one parent requested a formal conference. With revisions and review, I shudder to think of the amount of time involved.	4. Reduce caseload.
5. Difficult to set up during school time if everyone present.	
6. I understand they(principals or LEA) now will have to avail themselves for each conference even if over the phone. The phone lines will never take the use.	
7. Difficult to attend conference scheduled by special ed. teachers without postponing therapy.	
8. Very hard to schedule due to the effort needed to coordinate everyone's schedule.	
9. Three way phone conversations!	
10. It is a problem coordinated between 3 people when you are not in the same place all the time. Also it is rare that the LEA (in our situation) has anything to say or add.	

PROBLEMS	SUGGESTED SOLUTIONS
1. Difficult to set up during school time if everyone present.	1. Need secretarial support available
2. The actual "writing" is a minor problem; the real IEP preparation involves diagnosis, scoring, often research, and consultation...between 1 and 2 hours for average entry.	2. Use computer forms and program. Enter kid, select program, criteria, etc. - super fast!
3. The only problem encountered was finding the time to write the IEP's.	3. Have standard IEP's written so that individualized information such as names and error sounds could be filled in.
4. Not flexible enough to allow for child's performance or lack of performance before "review time" comes.	4. Small group meetings where discussion with supervisor for imput is possible.
5. The clerical work (typing, mailing) took more time than actually writing the IEP.	5. Specific form for articulation with room for individual assessments and comments should be sufficient.
6. It seemed to be such a waste of paper, particularly since parents did not understand the IEP.	5. Either less contacts or aides to help out with paperwork.
7. Didn't have time to do thorough evaluation, thus IEP;s were quite general - some were not as accurate as they could have been. I also felt that I didn't know how to write annual & short term goals. How specific do I need to be?	
8. The language, voice and fluency IEP's were lengthy and took a great deal of time to develop and write. Not enough time was given to us <u>and</u> paid for at night to write them.	
9. Takes time away from planning & teacher & parent communication.	
10. Too many! Not enough time! Extremely repetitious with articulation.	
11. When is there time? Especially when adding throughout the year. This also adds to wasted time in getting children in therapy.	
12. Articulation IEP's are basically the same & rewriting or typing the same thing over is ridiculous.	

QUESTION #1-P : Availability of telephone

PROBLEMS	SUGGESTED SOLUTIONS*
1. Terrible concerning privacy & length of time allowed.	1. Possible phones available at IU for IEP activity only... in private and quiet atmosphere.
2. Very difficult. Had to use principal's office - with her sitting there(interrupting her activity)	2. Free afternoon - one could set up in an office & get things done at one sitting.
3. Difficult in both schools to have unobstructed use.	3. Reiterate to schools that IEP process needs much free telephone time.
4. A headache - with real problem at other end with working parents.	4. Telephone and stamps should be billed to IU if own $ used.
5. Forget it!	5. Specific line for IEP use only
6. An appalling, disgusting situation. Created a problem almost daily.	6. Have the IU pay the district to install a phone for us. We need them and should not have to beg for the use of them.
7. District does not provide outside line phone to speech clinician. LEA's disagreeable about phone use.	7. Provide central office and phone.
8. Often unable to use phone at schools or can not reach parents during normal day.	8. Someone has to convice school principals or superintendent that we (speech therapists) need a phone of our own.
9. I made most of the calls from my home because I no not have a phone in my room and the office is quite busy and noisy. (At least 40 calls from my home).	9. Put phones in therapy rooms.
10. The district was quite generous. However, other teachers needed to use the phone, too. I was not about to demand that they deger to me everytime I walked into the room. I found that much of the calling I did at home in the evening.	
11. School phone very busy after school. IU phone availability also quite a problem. This problem very time-consuming.	
12. Some districts resented the fact that their phones were being tied up for an extended period of time on many occasions.	15. Poor- especially if nurses are in.
13. Usually no problem. Sometimes had to wait my turn.	16. Telephones are a problem because the schools resent our using them so much. Also there often is no quiet and private place to talk.
14. In all schools I must share a telephone without privacy.	17. Excellent

QUESTION #1-Q: Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
1. This is a problem because we are professionals doing secretarial work.	1. Reduce caseload. Give us aids, secretaries, or readily available clerical help.
2. These all took up an enormous amount of time. Many parents weren't home on the first call and quite a few did not return materials by mail so they necessitated phone calls & letters.	2. Part-time aids.
3. Handling a large volume involved a lot of time. My aide was priceless. She really took a lot of this off of me.	3. 1) Use phone log exclusively-condense conference onto it. 2) Need clerical aides.
4. 1) Many details seem to be restated several times on several logs. 2) Mailing takes time!	4. Reduce caseload.
	5. Manpower workers
	6. Clerical staff handle mailing
	7. Lighter case/work load. How about $ allowance per clinician to hire own part-time help (district secretaries, for example?)
	8. You tell me-again-secretaries hired specifically to aid in this enormous task.

QUESTION # 1-R: Use of compensatory time.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Compensatory time comes out of our free time - which I do not mind using for planning, but I do mind when I don't have time to plan because of the paperwork I'm required to do. Even though I feel there are strange priorities at work here, I'm much more willing to do clerical work - when I'm paid overtime - keep it up - increase it even.	1. Think all spec ed programs should be treated essentially alike.
2. Still required sacrifice of persona time.	2. Vary nights for compensatory time.
3. I wasn't able to use it because they were held on nights I was unable to attend.	3. Allow 45 min. period scheduled each day for attending to IEP duties (evaluation, writing IEP, conferencing, reviewing)
4. More of this! A great idea - was a good morale booster. Having it in Norristown was an inconvenience.	4. What is more important, working with our students or writing IEP's? The sad part is I know the answer.
5. There wasn't enough compensation time available.	5. More needed! More money/hour
6. We, that were unable to attend evening hours at IU due to other committments, -night school, etc. had to use personal time.	6. Time should be given in a base school rather than in Norristown. Too much time goes into driving.
7. Compensatory time is less than adequate for completion of IEP procedures.	7. Give us more hrs, more options for times, and MORE MONEY.
	8. $5.00/hr. when putting in a 14 hr. day is an insult. It's specialized work that nobody else can do. Many people, with no training, get a lot more for doing less.

PROBLEMS	SUGGESTED SOLUTIONS
1. I don't mind working at home but I do resent when I am not given an alternative.	1. I feel that we should be reimbursed for work done at home.
2. Yes! - who hasn't, you have to, just to keep your head above water. I don't mind giving some personal time but this year really was beyond the call of duty.	2. A loggy system should be developed so that use of personal time can be recorded & compensated.
3. The IEP involvement cut severely into personal time. I made hours of phone calls from my home.	3. Employ clerical staff to complete final draft of IEP and mailing streamline procedures. Allow a specified amount of <u>on the job time</u> to complete IEP activities without requiring continued pursuit of instructional activities. Granted, we were financially compensated for several nights of work at IU after hours. However, sacrifice of personal time was mandated still.
4. Many hours after school and on weekends were taken up with IEP business.	4. Allow one full day weekly in the fall to perform these duties.
5. It's frightening, alarming, and infuriating to know my emplorers (for whatever reason) can demand so much of my time after 3:30 and dominate my life to the extent that they do.	5. Eliminate some of the steps of the IEP - make first phone call be conference - ask for suggestions - write IEP from them and mail.
6. Scratch that. Even if you allow yourself that (which I absolutely did) you're so up tight & pressured, no one's too thrilled to be around you. It was a mess.	6. Set aside more nights throughout year when we could go to Special Ed. Center to work for IEP's
7. There has been no compensation for the amount of work <u>plus</u> personal time given to this process.	7. Extra ½ free day.
8. A great deal of personal time was used so that school time can be used for evaluation - personal time for writing and clerical.	8. Reduce case load.
9. Spent more time at home on IEP related things than planning.	9. Provide school time to get the job done.
10. Needed for evening phone calls & IEP writing.	
11. Exceeding amounts spent in Sept. and Oct.	

QUESTION #1-T : Contact with Project AID

PROBLEMS	SUGGESTED SOLUTIONS*
1. No problem, most helpful & handy and good-natured considering their job.	
2. Only at staff meetings, memos. Not always available by phone.	
3. No problems. Project AID was a blessing.	
4. Excellent support from them.	
5. No difficulties - always available.	
6. Excellent - supportive & accessible.	
7. Project AID representative is very helpful & available. However, constant form changes make it nearly impossible to keep on top of pro-sedures.	
8. Good-they have been very helpful, understanding, etc.!	
9. No problem!	
10. I think our contact has done an excellent job.	
11. No difficulty.	
12. Good, thank goodness.	
13. Adequate for dissemination materials and info.	

QUESTION # 1-U: Coordination of Iu IEP activities with District IEP activities

PROBLEMS	SUGGESTED SOLUTIONS
1. No time. I submitted my IEP's to district sp. ed. teachers & that was the last I heard.	1. Meeting within Districts, or we should meet with Districts when they are seen by AID.
2. Pupil Personnel Services in my District 100% cooperative and understanding.	2. Having the review time in the Spring should give the IU and the districts more time to see that everyone is inserviced properly.
3. Not coordinated due to staggered disemination of information.	3. Send to individual schools, rather than to administration.
4. What coordination? My district special ed. classes never seem to have the same training as I do. They do not include my IEP's in the manner which I am told they are suppose to do it. And you can't tell them they're wrong!	4. Keep forms/procedures uniform.
5. Big Problem - As changes in forms, procedures ooccurred, training was out of syncronization resulting in "confusion with collaborative reviews/ revisions. In some cases district simply not agreeing to follow procedural guideline.	5. Supply info. by districts, rather than by IU staffs, then district personnel. Once general info. was disseminated, then areas could divide up for specific instruction.
6. Poor. If there is any coordination it's a well-kept secret.	6. I do not think the IU can make the districts follow this format. We must not be so rigid in our requirements. Who are we trying to impress?
7. Principals often inaccessible due simply to schedule difficulties.	7. Letters of all procedural changes and implementation plans should be sent to individual schools keeping them constantly informed.
8. These were excellent! We were often a little more informed which was unusual.	8. Stagger the therapy and screening procedure.
9. Many problems were avoided because parents dealt over phone & they did not want to come into school. Three way conversation of paretn, clinician and LEA will ve very difficult.	9. Holding conferences either: 1) Without LEA rep. or 2) With a designated person who was readily available for conferences (not bldg. principals).
10. I didn't feel it was coordinated because I didn't know which information had been given to the district personnel.	
11. Difficult with special ed. classes as they sent IEP's out so late.	

PROBLEMS	SUGGESTED SOLUTIONS*
12. Difficult! I have mostly district special classes - info sometimes conflicted or was not complete on either side.	
13. We were not operating on the same wave length much of the time. The district teachers were as confused as we. I blame the administration.	
14. Master teachers do their own thing - IU policy means nothing.	
15. No problem.	
16 Although some designated District person is aware of IEP procedures, the individual schools are still in a cloud of confusion. Also with the constant changes, it is very difficult for everyone to be up to date.	
17. The school district does not follow all the requirements set by the IU for its employees.	
18. Total confusion, plus lack of district concern to be so rigid. We usually received info. 1st, so we had one procedure, the district was working from earlier instruction.	
19. When individual districts changed or altered forms or procedures it was confusing and caused difficulties for parents I am sure.	
20. Although letters were sent to district, it was not communicated that well to building principals, teachers, etc. This was done by sp. clinician's involved "precious" time.	
21. This was <u>really</u> a problem because we had received our training while many of the district personel hadn't and this slowed down the conferences planning sessions and actual writing. This was especially true with the gifted programs.	
22. Poor channels of communication.	
23. Not enough time because they have their students long before we select ours.	

QUESTION # 1-V: Other

PROBLEMS	SUGGESTED SOLUTIONS*
1. As an itinerant, we must keep records from school to school. It is so difficult to add more forms and know where you are with each one.... without adding another form for the form.	1. Reduce caseload to a more workable sum. The sum would have to depend upon the severity of the cases and type of communication problems the clinician deals with.
2. We have very high caseload numbers to maintain. This increases the amount of IEP writing, etc.	2. Reduce caseload <u>or</u> get us aides <u>or</u> simplify IEP process.
3. It everything stays as it is with all the bureaucratic stuff then the speed caseload is absurd.	3. Procedures must be simplified and streamlined so that they can be carried out much more efficiently.

SUMMARY OF LIAISON-IEP COMMITTEE SURVEY RESPONSES

(R) U

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROGRAM Speech POSITION Clinician NO. RESPONDING

PROBLEMS	SUGGESTED SOLUTIONS*
1. Contact with parents. However, over half of my parents were not interested.	
2. a) Parent involvement is a plus in planning conference. b) It gets the clinician, teacher organized early in the game.	
3. As I stated before, the ideas behind the IEP are sound but there are many improvements that need to be made in their development, writing & implementation - realistically! Right now they aren't benefiting the child because there is such a big gap between when he is identified as having a possible problem and when he is placed into a program - too much time is lost!	
4. Writing long and short term goals is advantageous to improve the therapy process. The IEP process does not prove anything.	
5. More accurate therapy based on specific diagnosis would be an advantage if it was not a legal process with all of the red tape & other disadvantages.	
6. This could lead to more in depth communication and understanding of goals & programs between teacher and therapist (as well as other professional personnel) and may foster reinforcement of each other's programs.	
7. It helps to coordinate a program and eliminates wanderings away from your original plans.	
8. More formalized recognition by the parents of the seriousness of the speech therapy process!	
9. The only benefit is that I have a better understanding of where I'm goign with each kid. My problem is not in the writing(this is ok) but in keeping up with the parents, meetings, etc.	
10. There is no doubt in my mind - writing these IEP's has been a tremendous benefit as far as organizing my language therapy. I feel as though I know what I did and what I'm going to do. Writing IEP's for articulation therapy has little or NO value.	
11. It is good to have a consistent approach to planning for children. It is good to have goals recorded in a consistent manner. Many parents appreciated feeling as though they were an integral part of their child's education.	

*Solutions are not necessarily aligned with the corresponding problem.

SUMMARY OF LIAISON-IEP COMMITTEE SURVEY RESPONSES

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROGRAM Speech POSITION Clinician NO. RESPONDING

	PROBLEMS	SUGGESTED SOLUTIONS*
12.	It has done much to organize my therapy. I know more where I am going and it has also aided with evaluation of my sub-goals. I agree with the philosophy of IEP, but balk at the mechanics!	
13.	I think its good to plan goals on an annual basis. The actual writing on an IEP can be beneficial, the involved IEP process is useless & anti-productive overall.	
14.	None for me, but possibly the 1% chance of legal problems makes the IEP necessary. My parents already knew what goals & progress & changes were.	
15.	I feel benefits are innumerable, but the way it has been set up by our representatives in Harrisburg is ridiculous. It has forced me to sit down and really plan exact goals and aids therapeutic process in this way. But the time, amount of forms, calling has led to reduced service to the children. What's the real priority - a service to a handicapped child or a nice, neat telephone log? To reduce work load, do we cut contact size down from 90 to 60? Does <u>that</u> solve the problem of providing better service? <u>Doubtful</u>. Maybe we should all have personal secretaries to deal with irate parents and coordinate mailings. It really makes me wonder whether I should have gone to secretarial school instead of Columbia for a master's degree.	
16.	Parent cooperation in therapy assignments. Communication between clinician and parents has definitely increased.	
17.	I do feel more professional in stating my annual goals and short term goals. This is excellent in that it assures that lessons are taught for a certain reason.	
18.	Good for parents who are caring and cooperative.	
19.	I feel it is a worthwhile idea but the legality has prevented any useful immediate benefits to be obvious.	
20.	I don't think my clinical affectiveness has improved due to this process. The parents really don't appear to care unless they have something that's bothering them & the IEP gives them the opportunity to express themselves in pre-hearing or hearing conferences.	

*Solutions are not necessarily aligned with the corresponding problem.

R U

SUMMARY OF LIAISON-IEP COMMITTEE SURVEY RESPONSES

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROGRAM Speech POSITION Clinician NO. RESPONDING

PROBLEMS	SUGGESTED SOLUTIONS*
21. Due to my methods & practices of dealing with teachers and parents in past, I don't feel it has benefited by program at <u>all</u>. However, I can see it may give some clinicians more of a dealing with parents and teachers.	
22. I perceive some parents becoming more aware of what's happening.	
23. The IEP could be of benefit if we had more time to do them more accurately. At present they are as minimal as possible so planning during the year is not made any easier because of them.	
24. The benefits would be there if adequate time were provided to write them after adequate testing could be accomplished and therapy could be done as the IEP is developed. As it is now set up, I perceive very few (if any) benefits, that's the straight from the hip opinion of this therapist.	
25. Because parent involvement has been so minimal I can't see any benefit from these IEP procedures.	
26. It has made me extremely accountable. However, I was accountable before this. It was supposed to involve parents - it did not!	

*Solutions are not necessarily aligned with the corresponding problem.

SUMMARY OF LIAISON-IEP COMMITTEE SURVEY RESPONSES

QUESTION # 3.: Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

PROGRAM Speech POSITION Clinician NO. RESPONDING

PROBLEMS	SUGGESTED SOLUTIONS*
More complex, more time consuming, more confusing, more pressure. Perhaps in the Fall, some of that work now will be viewed as a help - but at present - I dread dealing with it.	
Naturally the spring phase appears much more organized but, I find it even more difficult to find the time for evaluation and review at this time of the year.	
LEA reps seem to be better informed.	
At least we will be able to spread out the spring review but again I feel it will interfere with therapy.	
Doing process gradually, rather than all at once, is helpful.	
I can see it is more organized but apparently is still subject to change so why have this now in the midst of some uninterrupted consecutive therapy time?	
A little less problem due to having completed process once already.	
Doing it in groups is an excellent idea	
Parents are even more annoyed. With the schools having more assemblies and activities, I'm seeing my caseload less and less and losing a great deal more therapy time because of these revisions.	
It is somewhat better because it is staggered by months. But I foresee more of the same, using my own time. Also, I think it is unnecessary to have.	
Yes, no time to do review and revision except evenings.	
We must do revisions to avoid a backlog but our attention should be focused squarely on therapy and legitimate dismissals. After all, it is our job to change the way kids talk, not alarm and antagonize their parents unnecessarily while driving ourselves "crazy".	
More time to review and revise!	
I miss the review of IEP will be slightly easier to write IEP process remains the same.	
It will be easier to review but very disruptive to therapy.	
There is far less school time to do the work in. Also, I feel it is very difficult to try to write a language IEP without fully testing the student. I plan on trying to write most of my language IEP's in May.	
It will be spread out, but as I see it, it will take up every Tues. afternoon as well as some personal time to complete the task.	

*Solutions are not necessarily aligned with the corresponding problem.

SUMMARY OF LIAISON-IEP COMMITTEE SURVEY RESPONSES

R U

QUESTION # 4 : What other comments do you have?

PROGRAM Speech POSITION Clinicians NO. RESPONDING

PROBLEMS	SUGGESTED SOLUTIONS*
1. I have found that the forms and the law were difficult to explain to parents. The parents in my district are mostly only high school educated. The forms confused and annoyed many of them. It was difficult to get all the forms returned and filled out correctly.	
2. The most difficult part of the IEP process is not writing the actual IEP. It is all the forms that must go back and forth between parent and clinician. This is the part that is time consuming and frustrating.	
3. Please, more simplification!	
4. This whole process makes many in special ed. wish they were in another field.	
5. Due to the large number of caseload, it was impossible to do everything without spending a lot of personal time writing IEP's and doing the clerical work.	
6. It seems the parents are as fed up with the amount of paperwork and mailings as those of us sending the IEP's. Most parents do <u>not</u> understand a great deal of the language involved or the choices given them. Couldn't the whole process: mailings, language, conferences, etc. be <u>simplified?</u> Call parent - 1) Tell them why you want child in speech - give goals, etc., - 2) ask for their suggestions - 3) write IEP, 4) mail it for their approval.	
7. Stop changing forms. I'm tired of writing everything over and over!	
8. I resent all the time taken away from the speech program - by paperwork. I think this defeats or takes away some of the good of the IEP. The idea is good - <u>the process leaves a lot to be desired</u>! Perhaps with <u>fewer children</u> the process would not have made such a severe impact, but as is...I feel my program is behind schedule as a direct out growth of the IEP process.	
9. I feel that much credit should be given to the people of Project Aid and especially to our Speech and Language trainer, Betsy Montileone, for their skill and help to make a burdensome task a little more bearable and more easily comprehensible. Thanks to them.	

*Solutions are not necessarily aligned with the corresponding problem.

R U

SUMMARY OF LIAISON-IEP COMMITTEE SURVEY RESPONSES

QUESTION # 4 : What other comments do you have?

PROGRAM Speech POSITION Clinicians NO. RESPONDING

PROBLEMS	SUGGESTED SOLUTIONS*
10. Speech clinicians need less contacts.	
11. The IEP process is good in theory, however, for "speech only" students, it is wasting tremendous amounts of time. For the time spent on paperwork, phone calls, etc., only 2 face to face conferences were requested, and most parents didn't even bother to return the approval of IEP form.	
12. Every week there's a change. I hesitate to start entering a child due to my unfamiliarity with the material. I have a handbook which does help but it is quite confusing. I feel defensive at times. Principals are aware of the IEP, but classroom teachers are not. Could there be some way of informing them what has happened to special education. I feel embarrassed when it takes me over a month to enroll a child into the program for a mere lisp.	
13. Reduce caseload.	
14. Our personal freedom has disintegrated since just the time I have been employed here; there is not time to do the regular routine itinerant work that we accomplished last year.	
15. It will be interesting to see what positive outcomes this procedure will have. Perhaps socialized education?	
16. What can I say? It's a necessary evil - the system's done it again!	
17. The time element involved has seriously cut down on pupil instruction time.	

*Solutions are not necessarily aligned with the corresponding problem.

SPEECH

UNIQUE RESPONSE

QUESTION # 1-A. Establishing routine classroom and/or itinerant functions

PROBLEMS	SUGGESTED SOLUTIONS
Delayed initiation of therapy programming; parental pressure to begin therapy before all phases of process for each child can be completed.	Supply aids or volunteers to do routine tasks, such as stuffing envelopes, recording responses. Perhaps one aid for each district or every 5 clinicians.
We began therapy in November because of having to write so many IEP's. It was difficult to do good therapy because we were so down from frustrations caused by IEP's.	Have master itinerants to help in identifying and processing children and/or contacting parents. We are the only program responsible for every step of the IEP process. We need more manpower or aides somewhere along the line.
IEP process contributed to the additional fall problems of screening scheduling locating students, preparing therapy room, etc.	Begin working sooner
The routine itinerant functions were very much delayed by the amount of paperwork generated by IEP processing.	Begin therapy A.M. test and write in afternoons or begin therapy 2 days/wk while completing IEP's
By November '77, which was when I started therapy, the other specialists had been into their schedules for two months. This created scheduling and routine problems.	Because therapy began so late possibly demand from school district to have their class lists completed by the beginning of school.
In past years, 14 or so working days plus most nights and 3 weekends served to set up case load. This year, 1977, almost 20% of academic year was spent on IEP's and related procedures.	Delay the IEP deadline date.
Do the IEP's help to make my job more effective?	Perhaps allow clinicians to go into school 2 days in Aug. (as other teachers do) to prepare therapy room, collect special schedules, etc.)
I was hired as a long-term substitute in early October - therefore, I began the IEP process one month late. This was complicated by an additional month delay due to whole IEP logging and conferences. I did not begin therapy till late November early December - who suffers? Not the clinician but the caseload - losing one month of possible therapy time.	Available time (paid) at night at the IU center to work in an atmosphere conducive to sharing ideas on IEP's (more efficient operation methods, etc.)
	Better state guidelines as to who is to be served i.e. should mild articulation cases (th/s, w/r) be dropped?
IEP writing took up a great deal of therapy time. Therapy there was delayed service cut down.	Beginning therapy in late Sept. with one day set aside to use for just IEP processing.
	~~Specific time must be allotted to phone calling and parent conferences.~~
	Spread out our IEP writing so no therapy time is lost.
Scheduling was completed without the routine was frequently interrupted.	Days per week Sept - 2 therapy 3 paperwork Oct - 3 therapy 2 paperwork
Entire program began 3 weeks later this year as compared to other years! Class lists not available until last week in October, thus, I had to spend much time in the office in order to get the address for the envelope to send out the IEP's.	Lowering contact and caseload requirements to approximately 50-60% of what it currently is.

QUESTION # 1-B: Classroom or itinerant planning time

PROBLEMS	SUGGESTED SOLUTIONS
Planning time before IEP's limited to 1-2 Tues. P.M. ~~a mo.~~ This time must now be used for some phase of the IEP process, which does nothing to benefit kids directly.	Schedule planning time into each day, routinely. Contact load would have to be reduced to accommodate such a reform.
Isn't enough time to plan creatively for all the students who need a wide variety of stimulation to learn.	To be paid for time outside regular school hours to do the excess work - or reduce the caseload so that the children getting service can get proper and complete service
Planning time has been reduced to almost nothing particularly with the new review and revision procedures taking effect.	Get aides for speech therapists. Why do teachers with ~~60-80~~ students have aides ~~(12 students)~~ and <u>not</u> speech therapists. (60-80 students)
Time that I feel should have been used to plan for implementation of IEP goals was used instead for recontacting parents who did not respond, conferences hunting down records, etc. the great majority of planning has been done at home even before IEP's. Since most of our curricula and materials are self-made, it takes a <u>great deal</u> of time to plan with IEP's having to be done at night at home too, planning time has been non-existent in many cases. I literally stayed up till 12-3 A.M. on nights when I had the stamina to do both.	Decrease contacts per week. The state must acknowledge that the type of problem influences the planning time, as well as the size pf the group. This leaves no time to do evaluations, observations without sacrificing precious therapy.
There is no way to keep the long involved records needed for "count protection" with the time allotted and contact numbers we presently carry.	Time to do more testing and time to work with child before actual IEP is written. This means flexibility of deadlines.
Having to cancel therapy for conference time. Tuesday afternoon planning time will be completely obliterated. The more work I have to take home, the more I resent it.	Freedom to schedule an organization time into your schedule
Not adequate, I feel under constant pressure and regardless of time put in, I am never caught up - this is due to increased paperwork.	Lower case load to a minimum of 50 children. (Number of <u>contacts</u> not part of problem, only number of <u>families</u> to be dealt with.)
No one can guess what this question means. If it means <u>lesson plans</u>, then one can say that <u>innovation</u>, <u>research</u> into individual problems <u>decreases</u> as IEP takes legal precedence. In other words, "do the least that can get by in order to survive" because of the large numbers involved. Teaching and methods become fixed and stereotyped - even IEP's become routine and cliches...not in spirit of law.	Having a 1/2 day time set aside for paperwork and conference time.
	Designating 45 min.-1 hr. <u>daily</u> for planning time. This should <u>not</u> include the time I now use for planning: 45 min.-1 hr. early arrival; 1/2 hr. staying late; 15 min. from lunch time.
	One whole day for planning.
	Lower [illegible]

Who has planning time? There are only so many hours in a day. And we were bogged down with phoning and paperwork and conferences.

Inadequate time on the job for planning <u>and</u> IEP procedures' great deal of work must be completed at home on personal time without financial compensation.

Far less time to plan overall program with certainty of appropriateness for child.

QUESTION # 1-C. Instructional or therapy time

PROBLEMS	SUGGESTED SOLUTIONS*
So far, I have not cancelled any therapy because of IEP - used my own time instead. This spring I will cancel or abbreviate if review/revisions require.	Simplify the IEP process for "speech only" children, or reduce caseload. In-service on efficient use of time may be helpful.
It does not save any time when planning or doing therapy.	Same solution - less paperwork, stamps and envelope licking, flexible deadlines - less emphasis on legalities to the extreme
As stated before, regular scheduling did not begin until November - with sessions still having to be cancelled due to conferences with parents. As a result, many children seen once a week were seen for speech only between 4 - 6 times, before Christmas break! That's if they weren't absent, weren't seen on a snow day, weren't seen the day before Christmas break, etc.	Should not review in spring.
Before the IEP process began - I always tried to rearrange my schedule for assemblies and special school activities so that the child would not miss therapy. Now, I rarely do this because any free time must be used to work on IEP's. (telephoning, writing, working on files)	Reduction of uninterrupted therapy time to 5 months
	Next year looks worse because of new regulations
	Therapy time was reduced by approximately 30%. Therapy was not being effectively given until after Thanksgiving. Revisions as an ongoing part of the IEP process continue to preempt planning and therapy time.
	Reduced significantly - to definite detriment of child

QUESTION # 1-D. Your personal relationships with students and/or parents

PROBLEMS	SUGGESTED SOLUTIONS*
The informality of relationships with parents is gone. I only call when I have to.	There is no medicine for this under this process.
Parents expressed concern of lateness of therapy initiation, feal of legality in reference to what will be done "to" the child.	No solution as long as IEP process continues to be as involved as it is.
There is no time to discuss problems with parents not requesting IEP conferences.	With this procedure impossible!
Relaxed, informal parent contact is stifled - don't feel the freedom of exchange that once existed.	Make flowcharts for parents explaining IEP process
Parents of students newly enrolled this year were appreciative for the most part, parents of formerly enrolled students in general can not understand why their children had to wait til November to start speech. The comment I heard again and again was "Is all this necessary for a lisp? I already said I trust your judgment."	Parents should have some of responsibility for knowledge of process
	Better P.R. program - maybe through PTA's explaining whole process

Good: except for a number of inquiries about late start and paperwork.

Forms stating "hearings" and of speech only children "special education" was threatening to many parents who had agreed to therapy via telephone. Then received forms and were upset by them - the number of them and the fact that they were unaware of whole complicated process.

Underlying resentment towards parents and students due to IEP process; defensiveness; IEP process greatly affects my attitude towards profession and educational system in general.

Lessened therapy time thus student performance results down. Parents analyzed and confused with IEP's.

I have had to neglect much of my training sessions and workshops with parents due to IEP processes and paperwork.

Students are seen less. Many parents are confused. Personal contact replaced by confusing forms. Too much time used explaining IEP procedures.

No change in personal relationships with students or parents of "speech-onlies" other than to apologize for the top-heavy procedures they had to read and sign.

I have had <u>less</u> time for contact with parents and my image has been somewhat tarnished by all this verbosity in letter contact.

Relationships with parents are strained due to paperwork, time constraints.

Parent contact for programming is a benefit. I feel more pressured during class time to make sure I am accountable for every second - which I think takes away from the fun of student/teacher interaction.

The relationships with parents have gotten better because I was given a chance to meet with many of them.

QUESTION # 1-E. Evaluation, screening, and other assessment activities

PROBLEMS	SUGGESTED SOLUTIONS*
With permission to evaluate and procedures for assessment and addition of new therapy students, therapy time will be lost.	Have an assessment team Have an IEP writing team
These took more time because a greater number of in-depth tests were required over a shorter period of time than usual. It's been customary to do some of this <u>after</u> the child was scheduled.	Again a day or two set aside for two mos. for just test and assess. and get started with other IEP'd kids right away. More on the job time or reduce caseload numbers.
Did not affect in fall, however, next year it will <u>greatly</u> affect evaluations since forms must be sent out and returned before evaluations are done.	More in-service re diagnostic procedures I don't feel there is much you can do about this because of the rigid guidelines.
We now have to have permission to do anything but a screening - this prolongs the process of getting children in therapy - example - with new process it took me 5 weeks to get a simple articulation case into speech! Five weeks wasted!	We should have had a year's preparation. Reduce all the legality or have legal aids who can interpret papers, situations. We should all be trained as lawyers.
Generally the least of the problems encountered except for language where we will need more in-service to aid us in coming up with more definite annual goals and PEL's.	Written permission for evaluation is ridiculous - just another step in this bureaucracy - that is impossible to accept. Do <u>all</u> screening from one room at one time, as in the past.
Complete and interpret 1. Had to do hasty and sloppy evaluations. 2. Diagnostic teaching was made impossible. 3. Was forced to say things on IEP's that later turned out incorrect. 4. It was very humiliating to talk to parents about children whom I didn't know.	Accepting approvals over phone; modify procedures for enrolling voice cases; it seems foolish to mail letter of notice of evaluation when child has been diagnosed by otologist.
Hasty initial evaluation - incomplete information. Freedom to continue diagnosis throughout year is difficult if at all possible. Made statements on IEP that would later find we didn't want there. Intent of law is <u>precision diagnosis</u> and <u>tangent teaching</u>. Impossible with large case load. <u>Oversimplified evaluations</u> and IEP's.	Screening activities can easily be passed by some children who have definit "hidden" problems. I feel I'm overlooking a lot of students in need of help. Rushed, inadequate testing time. Problems not properly identified or in-depth.
This does not gain respect of peers or administrators in districts - clinicians lost professionalism and appear as <u>hacks</u> no matter how hard they are working to keep up with procedures....	Screening simply must be done but it was rushed. Out of necessity, thorough evaluations were done on only new studen for whom IEP's had not been written. A lot of the hold-up in beginning the regular schedule was that a lot of diagnostic testing that was done after the child was enrolled in therapy (i.e. during the first couple sessions of therapy) had to be done before therapy was started.

QUESTION # 1F : Difficulties with referral procedures.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Diagnostic therapy was not possible.	1. Again, an in-service program perhaps for the regular ed. teachers so that they understand the law and all its implications as they apply to them.
2. District personnel such as the nurses do not know the why's and wherefores of IU procedures for referrals e.g. hearing eval.	2. Reverse procedures for voice cases. Expand "screening" to include difficulties for 1 area. The problem may lie in just auditory discrimination, for example, and we could make recommendations for classroom follow through without enrolling child in therapy. The problem could be corrected before we could finish formal paperwork if we must wait.
3. All the necessary paperwork and people to be contacted very time consuming. Very difficult to contact parents.	
4. Amount of paperwork is going to mean slower service on referrals if not out and out discouraging them. There already is evidence of "freezing" case loads - a step backward in servicing districts.	
5. We refer to otolaryngologists. It seems after the fact to send home a notice of exceptionality when a parent has already been informed by the doctor.	
6. Teachers use to seek us out for specific students' problems. We can no longer be "consultants" since we can't do anything past screening without parental permission.	

QUESTION #1G : Instructional aide functioning.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Not enough time for communication.	
2. Does not apply since I do not have an aide. I did however have a student teacher. I am not sure the student was able to grasp the IEP impact.	

QUESTION # 1H : Routine contact with supervisors.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Due to pressures from pre-hearings and hearings, our supervisors are judging everything we do from a legal standpoint. It would take hours each day to document everything we do with each child. This is not feasible.	1. More unity between supervisors instructions and AID staff. We were told to write general IEPS Now, supervisors feel they will suffer if the IEPs are not specific and all goals met and/on worked on very early in year.
2. When do speech clinicians have routine contact with supervisors?	
3. None, access to them.	
4. I have felt more urgently that I had to have contact with Project Aid than with my supervisor.	

QUESTION # 1I : Accessibility of student records.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Sending records became more important but there was less time for it.	1. The problem is in us carting IEP forms to every school. Helpful to insist (from administrative level) that we have locking file cabinets in each school.
2. No problem for "speech only"; for spec ed-speech, problem must be solved first by spec ed classroom teacher.	2. Would parents sign for duplicate first in teacher's classroom? Would think so ____
3. Difficult this year due to much transferring of students to other buildings. Getting information from 1 clinician to another.	3. Is it ridiculous for the student's records to be housed in the school building they are in?
4. None although it is inconvenient to review student records when caseload numbers are high and responsibilities require service to a number of schools.	4. Perhaps keeping these areas open a little later at least one night a week for a while.
5. It is very difficult to obtain records from other IU classrooms. I have not, in 2 years been able to obtain records for my students in an IU ed. class.	5. Student records should be available easily
6. The records that were the hardest to use because of there inacessibility were the IU records on special ed. placed children. They were in various buildings and there was no time to even go and read through them.	6. Student records should be available easily to any member of the professional staff involved with the best interests of the child.
	7. Records of L&A students very difficult to locate. Don't know what testing was done or if students ever had speech before.

QUESTION # 1J: Routine computer forms and other records

PROBLEMS	SUGGESTED SOLUTIONS*
1. We were given one workday to complete computer forms info. We were told to call-in the errors on the print-outs during the week of 3-6-78. The errors took 30 on the phone. I.E., 30" of errors - no chit-chatting. I can see that this info. is of no value to me. I already know all the info. If it's incorrect on your records, it's of no value to you either.	1. Utilize computers - labels for mailing, IEP programming, identifying information, etc.
2. The computer forms have served no purpose except to address labels for our envelopes - and only half of those are appropriate at the beginning of the year. We seem to be keeping records about our records.	
3. One useless endeavor (IEP) reduced time for another useless endeavor (computer forms)	
4. Again - there is only so much time - which is not enough to get everything done for 65 students - so something has to go - if there is a deadline on things that have to go in - they get down - what suffers is planning time. What is the point of computer forms anyway. I was under the impression that they were initiated to simplify our record keeping. For the last 3 years they have done nothing but lengthen & complicate it. We load in the full we receive printouts in February - a time that is too late to use the information - they are incorrect by then also due to changes that have taken place by then. I have to keep the exact same records anyway just like we did before . In fact we are required to keep duplicate records in the (contd.)	
students folders - so whats the point	
5. Manpower workers could do this menial labor - and we could do our "real work."	

QUESTION #1K : Progress Reports.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Progress are being replaced by IEP revisions and reviews. Writing additional progress reports seems duplication.	1. Discontinue progress reports.
2. Redundant with IEP revision-double work.	2. Cancel progress reports to districts as duplication of effort. Send a computer printout by district.
3. End of year? Principals do not 1) read it or 2) understand the jargon if they wanted to read it Won't annual review/revision of IEP suffice?	3. Establish a time for progress reports Perhaps a week?
4. I haven't had time to do them. I did feel I'd seen the students enough by Feb. to give an adequate progress report and now I have to start revisions. Progress reports take a lot of time. They have fallen by the wayside - even though they are good and needed feed back to parents.	

QUESTION #1L : IEP planning activities.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Yes: I have not yet figured out, implemented a smooth, time efficient way to handle this. It is difficult to squeeze in 15 minutes on an IEP, then do therapy, then squeeze in 20 more minutes etc. In addition I cannot have every child's folder with me all the time. I feel as though my IEP planning activities were fragmented at best.	1. Although the initial large group planning activities were necessary, the subsequent small group meetings were much more helpful and relevant to individual needs and questions.
2. The district LEA representatives feel the pre-planning meetings and phone conferences are too time consuming. They do have other responsibilities.	2. Do we have to have parents acknowledge and sign so many forms? Couldn't a signature ok 2 or 3 steps instead of one.
3. The law's intent is for the benefit of the child. Last fall we necessarily used shortcuts, but now the implementation is so complex there is no alternative but minimizing interaction. On all sides angry therapists are saying "This is not my life." and ironically children are getting more short changed as bureaucrats think up more papers to file....	3. Should let everyone know in your school amount of time to proper write-up IEP.

QUESTION #1-M: Communication among evaluation and/or IEP team members

PROBLEMS	SUGGESTED SOLUTIONS*
1. Everybody - administration, master teacher, and itinerants do things differently. 2. Although, in theory, there is an IEP team, in reality - not true. Everyone is so over-burdened that the team seldom meets and discusses the child, they simply write their parts & paste them together. 3. In servicing 6 special classes, it was impossible for me to attend all conferences and really be involved with IEP co-ordinating. 4. Day-to-day communication re: individual children dependent on proximity of classroom and time available before, between and after therapy. Team conferencing with special ed. and speech clinicians together during school day impossible - we have no substitutes, no aides.	1. How about ½ day a week set aside for all spec. ed. conferencing? (The speech clinician would not schedule and spec. ed. teachers would use aides or substitutes.) All possible team meetings scheduled that day. 2. No foreseeable solution although perhaps cross indexing on computer forms might help if included team members names & computer forms were available when needed. 3. If this kind of function is considered a necessary part of planning for the child - then why is time not allotted for it. Why are speech teachers considered to be "working" only when they are "in contact with students"?

QUESTION # 1-N: IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Cumbersome & time consuming. What does it yield? 2. Parents still respond that they wish to attend planning conference because they are unfamiliar with IEP even if child had one previously. 3. Parents stay for too long to discuss overall placement of child since principal is in attendance. 4. This aspect of the IEP process is so time consuming & wasteful. We spend so much time offering this option to parents & then trying to talk them out of a conference. Most parents feel guilty if they do not attend, and yet feel that the educational program for their child is adequate and want no input anyway.	1. I have suggestions, unfortunately they are all against state standards. 2. Unless the case has the possibility of being volatile, only professional and parent should be at conference. 3. Case load reduction would permit occasional "doubling up" to provide flexibility at conference time.

PROBLEMS	SUGGESTED SOLUTIONS*
follow-up. As for principals attending "speech only"...27?....23? Impossible! 7. Very difficult to coordinate. Practice has developed of discouraging parents to attend conferences for this reason. In reality parent contact is reduced. 8. I am now getting into my review/ revisions. I can't answer for those. But in Sept. Oct. Nov., I spent days and nights on the phone. No parents elected to attend in person. The LEA reps signed, but were ignorant of the import of attending a conference. Reccommend: Same as A & B. 9. Very little parent involvement. Why are we going through all this work when the parents aren't even concerned enough to participate?	
5. The actual conferences themselves took up a great amount of time, considering each parent was entitled to 2 conferences and in most cases you're talking about more than 65 parents. When you add what's not done to alter the overload placed upon them, many will leave public shcool service for a position where their skills are treated with the respect they deserve.	6. Answered above, except to add that present fact of speech clinicians' non-participation is especially ironic because for many of the exceptional children, language is the basic defici and my experience this year with 36 specials has shown that the more the therapist knows about the curriculum, the more effective her efforts with that child, the teacher and home

QUESTION # 1-O: IEP writing activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. IEP writing becomes more repetitive than individualized except for severe problems. 2. Emphasis on minimal completion of requirements. 3. Shoudl have manual of possible goals so we don't have to re-invent the wheel. 4. It does not save any time when planning or doing therapy.	1. WE NEED TIME DESIGNATED FOR THIS! WE NEED FEWER KIDS!

QUESTION # 1-R Availability of telephone

PROBLEMS	SUGGESTED SOLUTIONS*
1. Not able-with a good conscience to hold up a school telephone with my calls. I ended up spending my own time and money calling long distance at night to families to find them in.	
2. This is one of the biggest problems. There is <u>one</u> phone line in my school for everyone-it is not in a private location-just to be able to use the phone often takes several trips to it. When a parent is at home, its much wasted time that's involved. Compound this with having to coordinate it with the availability of the LEA rep. to be involved-it's absolutely ludicrous. Not to mention the fact that no one else can call in or out. Even the routine calls to parents took an average of 15 minutes . Each parent was called an average of 2 times last fall-that was 70 parents. 70 parents x 30 minutes=2100 minutes or 35 hrs. on the phone. Just for the times I made contact!	

QUESTION # 1-Q : Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
1. I saw the need for this, but the time it took was prohibitive. Again, I was more/and still am somewhat concerned with correct paperwork than with quality therapy.	1. Use high school job training placements.
2. Why should I spend time doing these things. I wasn't hired as a secretary & when I have to sacrifice time with my students to do clerical work, I resent it. I see more children than any other special ed teacher. I am responsible for the <u>total</u> process from screening to dismissal & I have no aide. LD teachers that see at most 15 children; are responsible to 15 sets of parents, have someone else do case selection, social work contacts, testing, curriculum planning & production - have aides- and planning time - why don't we?	

3. Ridiculous waste of educational expertise & training - felt like a clerk again - delayed therapy.

4. This year involved 127 phone calls, 400 forms and/or form letters, 17 "new special-new speech" IEP's, 5 cut- and-paste "old special-new speech" much of it while trying to teach, diagnose, etc.

5. At the beginning of this year I was very much involved in a graduate degree program which also demanded an unreasonable amount of my personal time. As a result, I was forced with a real dilemma - how to do both (IEP & grad. school). My wife turned out to be the solution. She graciously consented to be my own personal volunteer aid donating 3-4 of her mornings per week up until Thanksgiving working exclusively on mailings, reminders, logging, etc. Without her, I would have had to drop out of the Master's program at an extremely critical time or face the consequences of not complying with the law. The whole situation was devastating to my moral. The excessive, unrealistic demands and meager compensation made me regret ever having become a speech therapist. Those feelings have only been reinforced in recent months as it has become obvious that those who can effectively object won't, and those who can change or reform the laws aren't listening. They're too far removed from we people who are forced to implement this bureaucratic nightmare.

6. Professional waste of time and money to perform clerical functions.

QUESTION # 1-S: Personal Time

PROBLEMS	SUGGESTED SOLUTIONS*
1. What's that? 2. My personal life is a revolution around IEP's. It's absurd. 3. What personal time? Seriously, due to the nature of our profession, speech therapists devote much of their personal time to their job - you cannot see every type of problem & deal with a complex problem like communication and not spend an inordinate amount of time planning. Add IEP and other paperwork to this and their is not enough time in the day to get it all done. 4. My personal time for case load of 85 (99 contacts) is 30 min. lunch, one 20 min, break a week, 3 Tues. afternoons per month. (Speech schedule is #6 priority on childrens' time, ideal schedule not possible). Work at home every night amost.	1. I left a job as a stenographer to become a speech clinician. This job has become that of a stenographer.

QUESTION # 1-T: Contact with Project AID

PROBLEMS	SUGGESTED SOLUTIONS*
	1. Long term plans might include aiming at simplification of procedures. How about an employee suggestion box? One gains a different perspective from the bottom line....

QUESTION # 1-U: Coordination of IU EIP activities with District

PROBLEMS	SUGGESTED SOLUTIONS*
1. There have been divergent policies, especially in regards to gifted programs and integrating IEP's. Also at the beginning of the year - LEA reps were <u>very</u> uninformed.	1. Give us time to do it and don't expect a change.

QUESTION # 1-V: Other

PROBLEMS	SUGGESTED SOLUTIONS
1. The amount of instructional time lost for Mickey Mouse stamp licking and duplication of information is abominable.	1. Again - none that wouldn't directly contradict state standards.
2. "Speech only" parents feel very threatened by this whole activity- they resent their children being labeled exceptional for a lisp. They are more confused by the paperwork process than informed.	2. 1) Perhaps instead of trying to comply to "the letter...." Montgomery County should have waited for guidelines. 2) Legislators should be made aware of how little parent involvement resulted in IEP's. The interpretation of this low seems to have been much too strict for speech & language!
3. I think it's all been said - frustration, time away from therapy, personal, excessive pressure, frustration of parents - lack of adequate diagnostic activity, you name it - it's been a major disaster.	3, Write letters that fit the situation - one letter is not appropriate for <u>all</u> <u>parents</u> or <u>problems</u>.
4. A lot of energy input to get a dribble of parent involvement.	
5. The language of IEP is ridiculous. I learned long ago from a very intelligent person that simplicity proves intelligence & knowledge.	
6. Am attaching a copy of the job description for speech clinicians as printed in the most recent handbook, (1975-76). Please-someone not in Speech-read both, and consider the non-therapy activities which threaten the effectiveness of good teaching because there simply aren't enough hours in the day!	

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*

1. In theory IEP's were supposed to keep parents involved and informed and to encourage team participation among professionals. In practice, however, parents have become confused and received less personal consultation on their child's program, and professionals have become so over-burdened that their communication is less than before.

2. With most special ed. parents, it does encourage involvement. However, with "speech only" students, it overly alarms the parents. Then, when the process is explained they either choose to ignore all "form letters" or pull their students from therapy.

3. Once the IEP's were written - I did enjoy having them. My thoughts, goals, and direction of therapy were much more organized this year.

4. The IEP helps the new teacher organize her activities and makes her early years of teaching run smoothly.

5. Waste of time, money and effort. As in regular ed. we need to get back to basics - reading, arithmetic, writing and languaging.

6. Whatever benefits the IEP may have, they are overpowered by its problems. It proved to be a waste of time and effort.

7. I guess it forces you to be organized but at the same time, I feel it restricts you to some degree. One follows the goal set at the beginning of the year. Before pursuing different avenues, one has to stop and ask whether the new ideas are worth all the paper work involved. I feel much more hemmed in.

8. The IEP "locks in" professionalsim as contrasted to "baby sitting" and refusal-of-service practices. However, the areas most in need of IEP's, urban and back-country rural, are reported to be ignoring the process.

QUESTION # 3: Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

By spreading out the spring review we do not lose time with our students.

Yes, we're tired, and feel that we've "been had." The idea of paperpushing procedures (7 interactions per child...let's see..... 7 x 50 speech-onlies... that's 350 pieces of paper and 100 envelopes at lease....and innumerable telephone calls and all this must be logged and kept straight....should files be kept at school...or at home... or in the car and all this on top of lesson plans and a full teaching load because the name of the game is to keep the kids interested if their speech/language behavior is to change...is anybody listening...IS EVERYBODY CRAZY?

Although it sounds like it will be easier - I'm really into therapy right now - not IEP writing.

When do we do all of the calling, letter mailing, and conferencing without taking therapy time ---again?????!?

The spring review only increases the workload of the professional tremendously and has to eventually cut into instructional time. In reality, the professional is asked to do the job she/he has always done with the addition of many hours of IEP preparation.

SUMMARY OF LIAISON-IEP COMMITTEE SURVEY RESPONSES

QUESTION # 4.: What other comments do you have?

PROGRAM Speech POSITION Clinician NO. RESPONDING

PROBLEMS	SUGGESTED SOLUTIONS*

Well, someone has to have the courage and the clout to protest this workload.

From a taxpayer's standpoint, the IU has wasted so much money. Each time we have an update meeting, we have new forms. This is a waste of our hard earned money. I wonder if the public realizes this. I also wonder if the people who pushed for this also realize where their hard earned money is going. I believe if we have to do the IEP's all the forms should have been approved prior to beginning the IEP process. I am very upset that so much money is being wasted. I wonder if the administration of the IU and the board members are aware of this. The money being wasted is not all of the IU's fault, but I think we try to be the "tops" in the state and by trying to out do others, this IU has spent far too much money on the IEP process.

If I knew then what I know now, I would not have shown any interest in this area of education. I don't know who really benefits from this IEP process. Most of the parents don't understand its complexity.

As long as the state government says we must maintain 90 contacts/wk and the federal government demands we write IEP's, and our IU insists we follow every detail in this process, we the speech and language clinicians will be in a literally impossible situation. Something must change. Approximately 3 years ago, our IU was faced with the problem of making a 20% "across the board" reduction in staff size because of insufficient state funding. The IU administration considered this to be a serious problem that would significantly reduce the quality and effectiveness of all programs. They, therefore, objected strongly to Harrisburg in every way possible. They were able to get the funding and our programs were maintained, much to the benefit of the children enrolled in them. Both children and teachers were served well at this time.
WHERE ARE THEY NOW!! Our therapy time has been reduced by almost 30% because of the IEP process and continuance of the state's 90 contact/wk standard. This reduces therapy time with our children as surely as staff reductions. Administration in this situation has not objected with the same tenacity as before, if at all. They have chosen rather, to encourage this insanity by insisting MCIU comply with the strictest interpretation of the law in IEP processing and caseload numbers. Who does this posture benefit?! I find our supervisors rationale and motives to be very questionable on these issues. (IEP processing and caseload #'s), even though I'm basically sympathetic towards them. Suggestion: Give all administrators and legislators a speech and language caseload for a year. What private industry would even consider implementing a program that would reduce productivity by 20-30%, without improving the quality of the product? How can the educational complex afford to do this? It's wasteful, irrational and irresponsible.

There is a definite conflict of interest here. Since the original purpose of any educational process is serving the interests of the child which includes the greatest possible amount of time and attention spent with them, we have failed them seriously; regressing to the point of becoming involved with paperpushing at the expense of instructionally oriented activity.
There are certain trends developing as a result of the IEP process in the interaction of parent/clinician. Parents are complimented by the time and attention being given but also a little bewildered. They realize a new found responsibility

*Solutions are not necessarily aligned with the corresponding problem.

R (U)

SUMMARY OF LIAISON-IEP COMMITTEE SURVEY RESPONSES

QUESTION # 4 : What other comments do you have?

PROGRAM Speech POSITION Clinician NO. RESPONDING

PROBLEMS	SUGGESTED SOLUTIONS*
in the education of their child but are totally unaware of the degree of loss in time and energy being spent on their child by not only the clinician in this case but all other special educators. Would they agree to 2/3 of therapy time (if given the choice) as a result of the late-in-the-year starts? Are they considering the process as a protection of their rights or simply an end-product of a brainstorm of a Harrisburg or Federal whiz kid who doesn't care about the education of their child anyway?	
Difficulties concerning the IEP process affect <u>all</u> who come into contact with it. However, it is time that itinerant personnel be considered as what they are: exceptional in number of child contacted.	
As I see it, there are only a few solutions-	
1. Change the IEP process	3. Employ aides.
2. Reduce caseload - the best idea	
It has come to the point of exploitation. I seriously feel that many clinicians are at the breaking point and if something is not done to alter the overload placed on them, many will leave public school service for a position where their skills are treated with the respect they deserve. If the decision is that IEP's are here to stay along with all the other paperwork, then reduction of caseload and hiring more therapists is mandatory. I would like to be able to conference with teachers and parents; plan for all sessions, record data, consult in the classroom - i.e. do the job right.	
I perceive no advantage to this procedure. The disadvantages are too numerous to mention but staff dissatisfaction is chief among them. Staff is constantly being questioned by confused parents as to what is going on. The forthcoming explanations usually reduce the staff member to a mere victim of a bureaucratic, inefficient system. Wasted time is the most accurate description, I can think of for IEP procedures.	
The carbonated paper to give more copies of everything has been a big help. I do find that most parents do not see the benefit in all of this, particularly for speech services. They also tend to throw their copies of the information into obscure corners or the trash. Perhaps it would be better to ask them first if they are interested in receiving the information about their child's program or would they like us to proceed based on professional knowledge and experience.	
This was a very good survey - I hopt it has some positive results - if nothing else, I've delayed my nervous breakdown by releasing my frustrations on this paper for the past hour. (however, I'm now an hour behind in my IEP writing!)	
All I can quote is the title of Erma Bombeck's new book "If Life Is Just a Bowl of Cherries, How Come I'm In the Pits?" - Enough said? (and the kids too)	
I did my own little survey. Can you believe that I spend 23% of each work week doing paperwork? Absurd!!!!	
Perhaps only involved Speech/Language should require an IEP. The procedure is <u>really</u> much too involved and unnecessary for an /l/, /s/ or /r/ problem. In reading the state's definition of "Speech and Language Impaired" I found many of my	

*Solutions are not necessarily aligned with the corresponding problem.

SUMMARY OF LIAISON-IEP COMMITTEE SURVEY RESPONSES

QUESTION # 4 : What other comments do ycu have?

PROGRAM Speech POSITION Clinician NO. RESPONDING

PROBLEMS	SUGGESTED SOLUTIONS*
articulation cases could be dismissed.	It is a subjective interpretaticn. Perhaps since our time is so limited now, we should not be seeing /s/, /r/ or /l/ articulation problems until 4th or 5th grade.
I have spent 1 hr. and 15 min. filling out this form - on a Sun. eve. I trust you will not ccnsider the info lightly. I feel strongly about everything I entered on this form. Thank ycu.	
Please lobby to discontinue IEP's for speech therapy!	
I'm pleased that we will be beginning therapy immediately in the fall. I might as well chalk this year of therapy up as a total loss. [You spend your time explaining your plans then at the end of the year, defending yourself as to why the goals weren't met. Parents don't realize that you had 1/2 of the year left for actual therapy. The quality and quantity of therapy services should be the focus - instead its low man on the totem pole. As a result of this IEP process - I feel very frustrated (because I have not been able to make the progress I had realistically hoped for) and, therefore, resentful.]	
Clinicians must handle all phases of the IEP process. Classroom teachers have testing and initial contact things done for them. It is an enormous job doing everything for 75-80 students and trying to keep records of what has been done or is to do. Oversites keep cropping up. I feel more like a keeper of paperwork rather than a teacher of children. The quality of my services has not improved as a result of the IEP processes. In fact, my energy for battling parents has diminished. Why should I try to convince parents that their child is in need of my service when I have all of the paperwork plus complaining parents. Those children end up suffering because it is not worth it for me to battle for them.. I'm constantly worried about having forgotten to do something essential - some form not returned etc. When do we stop bugging parents?? Why should I have to be after parents to do this and that, I'm getting tired of assuming the responsibility for everyone's child. In the end, it is my neck, not theirs. My suggestions include: 1. Lower the number of children we must see. 2. Hirer us for longer than 10 months, so we can get some of the paperwcrk out of the way befcre students are in school 3. Coordinate the information that IU personnel need from us so we don't write the same things cr 3 different forms - what a waste of time. 4. Phones and lines in cur therapy rooms. 5. Provide secretaries or aides to help with the phcne calls, setting up appointments, mailing, logging, etc. 1 secretary per district, centrally located. 6. County policy criteria for accepting children into therapy - specific standards or employ more paraprofessionals to work with "standard" kids.	
[I see the whole IEP process as a paradox. Ideally, PL42-192 should increase parental involvement and improve programming for special education students. Realistically, however, implementation of this legislation has failed to meet expectaticns. Parental interest and involvement runs the gamut. I have had parents ignore all communication. I have talked tc parents who were scared by all the legalese.] I have heard of parents who altruistically expressed concern about	

*Solutions are not necessarily aligned with the corresponding problem.

R (U)

SUMMARY OF LIAISON-IEP COMMITTEE SURVEY RESPONSES

QUESTION # 4 : What other comments do you have?

PROGRAM Speech POSITION Clinician NO. RESPONDING

PROBLEMS	SUGGESTED SOLUTIONS*
all special education students but who their child and the services he received ically expected the educational system legislation has not improved programming in the next two or three years this will staff has been pressed to meet the letter preparation. Hindsight is always easier now, our purpose should be to smooth procedures and to prepare for the future. In the speech and language program, I see a definite need to cut caseload numbers per clinician. There is no other way that the IEP procedures from beginning to end can be met competently. Clinicians are involved in each stage of the IEP process from testing to implementation of the IEP. This is close to impossible with the numbers of children we service on active caseloads. Caseload numbers may be cut in 4 ways. 1. Additional staff is hired or 2. A policy is developed and supported by the administration stating definite priorities for case selection or 3. A permanent instructional aide program be established or 4. An intensive parent training program be developed. An added benefit to implementation of any one of the above alternatives would involve staff morale and professionalism. There is no doubt in my mind that the quality of educational programming would improve.	at the bottom line were concerned about only d. I have heard of parents who unrealist- to "cure" their child. At this time. this g for special education students. Perhaps l be accomplished. Currently, however, r of the law without adequate time or r and clearer than foresight. As I see it

*Solutions are not necessarily aligned with the corresponding problem.

VISION ITINERANTS

REPRESENTATIVE RESPONSE

QUESTION #1-A: Establishing routine classroom and/or itinerant functions

PROBLEMS	SUGGESTED SOLUTIONS*
1. Month of Sept. was wasted in regards to teaching time and setting up of routine schedule due to IEP writing. Students were therefore having many problems.	1. Time for writing IEP should be set at other times, not at the beginning of the school year. IEP's could be written, a few at a time.
2. Itinerant functions were delayed; much time was spent on assessments. The pressure at the time did not foster good work in either IEP or Itinerant functions.	2. Allow teachers the month of Sept. to settle into a routine before this disruption.
3. Hard to establish definite routine when here was such a press at the beginning of the year and missing 3 days in order to write IEPs.	3. Building's responsibility to assure itinerant room.
4. Available space in district buildings.	4. Inform districts that a regular program will begin after a period of evaluation.
5. No routine could be established until all were evaluated and this caused delay in getting programs started and poor feelings in districts.	5. Give classroom teacher overtime or time at beginning of year to write IEPs. If a substitute is needed, get the same substitute.
6. It is difficult to have routine when the teacher is out of the classroom for extended periods while having conferences. Stress is on the aide!	6. Eliminate some of the steps involved in IEP.
7. Large amounts of time lost due to IEP process.	7. Eliminate some of the steps involved in IEP.
8. Was not able to establish functional classroom routine until almost 2 months had gone by.	8. Stagger IEP functioning.

QUESTION # 1-B: Classroom or itinerant planning time

PROBLEMS	SUGGESTED SOLUTIONS*
1. None during class - no breaks	1. Rights of teachers to break time.
2. Was setting up new program & trying to write IEPs at same time.	2. Difficult to say - did not have sufficient release time to do all paper work, record evaluation data & IEPs even with 3 days of coverage.
3. Planning was haphazard due to conferences - the teacher is so concerned over IEPs, class suffers.	3. Give planning time at beginning - teacher and aide
4. There is no planning time. School personnel can't be properly consulted or informed.	
5. Not enough due to other responsibilities of itinerants not taken into account.	
6. There is no time allowed each day to plan the lessons.	

QUESTION #1-C: Instructional or therapy time

PROBLEMS	SUGGESTED SOLUTIONS*
1. Much time was wasted initially in writing the IEP's when that time could have been used for teaching.	1. May be relieved by not having all IEPs due at once. Definite need to stagger IEPs.
2. Virtually non-existent until after Oct. 1.	2. Time or overtime pay for IEPs, not during class.
3. At the beginning of the year, the teacher was out of the class so much that the class suffered in instruction.	
4. This is erratic and you look incompetent to students.	
5. No problem except this is where we take the time from to write IEPs.	
6. Was severly curtailed by IEP planning.	
7. Instructional time was lost due to IEP.	

QUESTION #1-D: Your personal relationships with students and/or parents.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Some relationships improved because some parents felt that they were receiving more attention. 2. The aide is directly involved with the students - as much as the teacher- this person should know what is happening. 3. Parents have no interest or requirement to help effect IEP changes. 4. Difficult to establish after student was left to flounder. 5. No problem. 6. Parents (some) were wary of forms and process.	1. The aide should be in on the IEP planning and conferences 2. Clause in IEP to require parent to participate. Make a statement about participation.

QUESTION #1-E: Evaluation, screening, and other assessment activities.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Did not have enough time to evaluate children appropriately. 2. No time for testing. 3. This was all done during school time and was good.	1. More clarification to parents regarding relationship between level of functioning and goals. 2. Need more time for this activity.

QUESTION #1-F: Difficulties with referral procedures

PROBLEMS	SUGGESTED SOLUTIONS*
1. School personnel are not knowledgeable about changes in the process. 2. No problem. 3. Referrals are now being made through the IEP.	

QUESTION #1-G: Instructional Aide functioning

PROBLEMS	SUGGESTED SOLUTIONS*
1. The aide does much of the teaching during conferences and does not even have credit for working with student as much as teacher. More professional attitude towards aides! 2. Not as good communication as possible. 3. Put more of a burden on her at a time when we were both unfamiliar with the children.	1. The aide should get more pay for more responsibility. The aide should have more say in the program, since the aide works with the students.

QUESTION #1-H: Routine contact with supervisors

PROBLEMS	SUGGESTED SOLUTIONS*
1. The ~~poor~~ supervisors were inundated by IEP also. 2. Hard because he was so pressed - however, contacts were good & as often as needed. 3. Excellent.	1. Don't even expect this much work in a month.

QUESTION #1-I: Accessibility of student records

PROBLEMS	SUGGESTED SOLUTIONS*
1. Good. 2. Poor. Who can have access to IU folders when you're in the districts?	

QUESTION #1-J: Routine computer forms and other records

PROBLEMS	SUGGESTED SOLUTIONS*
1. Access to not always easy. Sometimes more a pain to keep up to date then they are helpful in the end. 2. Pain in neck! Couldn't they have waited? 3. Should not be done or deadline changed not to coincide with teacher's IEP. 4. In as much as "we" have to initially program the computer, it is another drain on our time.	1. Program later in year. 2. Have routine changes made in the computer rather than on the forms, i.e. each year the student becomes 1 year older.

QUESTION #1-L: IEP planning activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Took away too much valuable teaching time. 2. Very hazy. 3. More planning time required on school time so all teachers involved can conference. 4. This process takes time away from students. 5. No problem yet because the IEP reviews are not yet being. 6. The aides should be involved.	1. "enlighten" us sooner!

QUESTION # 1-M: Communication among evaluation and/or IEP team members.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Sometimes difficult to keep everything straight. 2. Difficult since so many itinerant services.	1. People sheet to log in conferences with other team members. 2. Have one day (in-service) when all teachers come into IU and can continuously have contact with each other. Do other program scheduled.

QUESTION #1-N: IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Took too long when that time should have been spent teaching. 2. It takes time from the students. 3. Too many chief's, not enough Indians. 4. Too much conferencing during class time. Aides are teaching by themselves too much. 5. No pay for extra time. 6. Too much to parents convenience. 7. Sometimes hard to get everyone together at one time & in one place particularly if conference will be a long one.	1. Have given days of no scheduling so that the conferences can be held. 2. What we are supposed to do in question "M". 3. Find another time for conferences. Have school later - students come to school after conferences.

QUESTION #1-O: IEP writing activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. Took too long when that time should have been spent teaching. 2. No space at special ed. center to do IEPs. Had to do them at home. 3. There is no room at the office or most schools for quiet writing. 4. Not enough time for writing IEPs. 5. Large amounts of time required.	1. Find a quiet space for our clinical work. 2. The compensatory time just began to skim the top - each one took 2 to 3 hours just to write - multiplied by class size - 21 hours. Comp. time 24 hours - this doesn't cover additional testing, conferences, clerical activities, etc.

QUESTION #1-P: Availability of telephone

PROBLEMS	SUGGESTED SOLUTIONS*
1. Almost impossible! 2. Telephone is not available. 3. If its your own phone, fine. If not, it's very unavailable at the Special Ed. Center. 4. There are no private phones or outside lines for the Itinerants to use. 5. No phones available in Norristown office. 6. The phone is impossible to get to. Teacher is out of classroom too much for calls. 7. This needs to be corrected. No availability of telephone.	1. Pay for my home phone bills. 2. Place phones in the workrooms and secure more outside lines. 3. Put in extension lines for teacher use.

QUESTION #1-R: Use of compensatory time

PROBLEMS	SUGGESTED SOLUTIONS*
1. We now spend countless hours at home (nights) writing IEPs. 2. Shoudl be compensation time for teachers and aides. IEPs are time consuming.	1. We should be able to write IEPs on company time or else be either paid per hour or released from duty as compensation.

QUESTION #1-Q : Clerical activities (mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
1. Too time consuming when we do teach! 2. Time consuming 3. So much to do - took up too much teaching and personal time. 4. All this detracted from the time spent with the students. 5. Difficult but secretaries always cheerful.	1. Clerical staff to deal with some of the piddly paper work. Is all of logging etc. really that necessary in most cases? 2. Eliminate unnecessary clinical duties.

QUESTION # 1-S: Personal time

PROBLEMS	SUGGESTED SOLUTIONS*
1. Found an inordinately large amount of time taken up between planning & IEP (average 4-5 hrs.). 2. All erpsonal time is involved with IEPs - no time to get other essential planning done. 3. There should be less work outside of school. Teachers panic about doing IEPs, ~~no time or thought for class~~. takes time from class.	1. Must deal with problems of classroom teachers who must deal with program planning in addition to IEP writing. 2. Give teachers time to write IEPs - self-contained class.

QUESTION # 1-U : Coordination of IU IEP activities with District IEP activities.

PROBLEMS	SUGGESTED SOLUTIONS*
1. Forms differ duplication of signatures. 2. Notification to vision itinerant by spec. ed. district staff of IEP review date.	

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
1. None 2. The different specialists can coordinate a program so everyone knows what is going on with a certain student. Parents can have some input, too. 3. If used, can be a good yearly plan. Work needed on simplifying language of document to make it one that parents are not intimidated by.	

QUESTION # 3 : Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

PROBLEMS	SUGGESTED SOLUTIONS *
1. Should be more organized due to more time to review IEPs at steady intervals. But - how to compensate for all time taken away from actual teaching time? Time is still a problem.	
2. Established routine makes process easier.	
3. Most of the ground work has been done - you have the basic document from which to work plus the experiences of this past fall.	
4. Both the spring review and the fall phase take too much instructional time from the students.	

QUESTION # 4 : What other comments do you have?

PROBLEMS	SUGGESTED SOLUTIONS *
1. The IEP seems to be too much paperwork and less classroom teaching. The idea is good that each student has a program. A few years will tell. Most teachers complain about the paperwork. They want to teach!	
2. I sometimes wonder if all the time, money, effort that has been put into workshops, inservice, duplication of forms, time away from instruction to write the IEPs will be made up for in improved instruction for our students. I sincerely hope that this is not another bit on window-dressing on the part of public education.	

VISION ITINERANTS

UNIQUE RESPONSE

QUESTION #1-A: Establishing routine classroom and/or itinerant functions

PROBLEMS	SUGGESTED SOLUTIONS*
1. No problem	

QUESTION #1-E: Evaluation, screening, and other assessment activities

PROBLEMS	SUGGESTED SOLUTIONS*
1. A misunderstanding arose because assessment pointed up student's weaknesses.	

QUESTION # 1-F: Difficulties with referral procedures.

PROBLEMS	SUGGESTED SOLUTIONS*
	1. Most referrals should be made in an informal manner since most parents feel they are being deprived when they do not get the service.

QUESTION #1-T: Contact with Project AID

PROBLEMS	SUGGESTED SOLUTIONS*
1. Telephone calls required more than one person's response.	

QUESTION # 2 : What benefits do you perceive in the IEP or in any of the activities that led up to its development?

1. None. If you don't know the students for longer than 30 days, then you will need to revise the IEP midyear - after you learn the true problems or needs.

QUESTION # 4 : What other comments do you have?

PROBLEMS	SUGGESTED SOLUTIONS*
1. I know the shortness of time to complete IEPs resulted in most of the problems encountered. But it was not the fault of the front line employees that this time was short. In the future I hope "Someone"..... on the state level has his/her head together or there will be bitterness.	
2. As an aide, I did function with a substitute teacher in the classroom for the 3 days while the regular teacher was doing IEPs. For me this was no inconvenience because the substituting teacher was quite capable of running a classroom in good order. However, it could have been an inconvenience had the substituting teacher not been an excellent teacher.	

AIDES

REPRESENTATIVE RESPONSE

QUESTION # 1A : Establishing routine classroom and/or itinerant functions

PROBLEMS	SUGGESTED SOLUTIONS*
When a teacher is not in the classroom, the aide has full responsibility for keeping the routine. This is not possible.	
Disruption of normal, established routine in classroom. Aide left to run class on her own.	
Our routine classroom functions were delayed because IEP time took away from normal planning for beginning of the year "problems" and functions.	
first three weeks of the year was difficult to get any routine started with IEP's due.	
Because of IEP's the classroom routine could not be set up until Oct. 1.	
Teacher not in room to establish new criterion and to umplement new things.	

QUESTION #1-B : Classroom or itinerant planning time

PROBLEMS	SUGGESTED SOLUTIONS*
No time allotted for planning - Required after school time to keep current with folders, etc.	
Not enough time for planning classroom routine.	
Much planning time for the classroom was lost due to planning and writing IEPs.	

QUESTION #1-C : Instructional or therapy time.

PROBLEMS	SUGGESTED SOLUTIONS*
Affected drastically	
We continued with instructional time although at times the quality of the instruction suffered because of a lack of planning time .	
The individualized testing in September delayed the start of a regular instructional program for at least a month. Both teacher and aide were tied-up trying to get testing done.	

QUESTION # 1-D : Your personal relationships with students and/or parents

PROBLEMS	SUGGESTED SOLUTIONS*
Aide was not involved with parental conferences.	

QUESTION # 1-E : Evaluation, screening, and other assessment activities

PROBLEMS	SUGGESTED SOLUTIONS*
Teachers time taken up to a great extent with these activities. As an aide, I was involved with scoring and recording test results.	

QUESTION # 1-G : Instructional Aide functioning

PROBLEMS	SUGGESTED SOLUTIONS*
Too much time taken up which takes away from instruction. The aide becomes the teacher when the regular teacher is absent. This upsets the children's routine. My normal functions had to be halted and interrupted as testing for IEP entering dates took precedence. Having the teachers out of the rooms so many times and at such lengths was putting undue pressure and responsibility on the aides with the many phone calls, meeting, conferences, etc. There were many days when we had the class for half days without assistance or compensation for all the extra work this involved. Took complete charge of class, record keeping activities and daily activities while teacher was involved in writing IEPs.	

QUESTION # 1-H : Routine contact with supervisors

PROBLEMS	SUGGESTED SOLUTIONS*
Very seldom Questions relating to individual students concerns and problems were not handled at the time they arise. Supervisors cannot monitor the classrooms or give suggestions when they are so filled up with IEPs.	Supervisors should be in school building more often then they were.

QUESTION # 1-I: Accessibility of student records

PROBLEMS	SUGGESTED SOLUTIONS*
Student records are kept in the Montco. building and are therefore next to impossible to refer to: distance and conflecting school hours prohibit many trips to Montco.	

R

QUESTION # 1-J: Routine computer forms and other records

PROBLEMS	SUGGESTED SOLUTIONS
A necessary, time-consuming activity. Slow in coming.	

QUESTION # 1-K: Progress Reports

PROBLEMS	SUGGESTED SOLUTIONS
Teacher and Aide must find free-time (which there is only 30 min. of the week to get our thoughts together.	Early dismissal days or progress reports conferencing between teacher and aide.

QUESTION # 1-L: IEP planning activities

PROBLEMS	SUGGESTED SOLUTIONS
Not enough Beginning of school year poor timing to have teacher out of room for IEP planning; students are not in routine, not use to teachers, and subs set classes off. Not directly involved.	

QUESTION # 1-M: Communication among evaluation and/or IEP team members

PROBLEMS	SUGGESTED SOLUTIONS
Not enough Teacher aide hears - little or no commun.	

QUESTION # 1-N: IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS
Although I am a very close contact with the students each day, I had no part in the IEP parent conferences. The MIT, social worker, and teacher did that .	

QUESTION # 1-O: IEP writing activities

PROBLEMS	SUGGESTED SOLUTIONS
Not enough time. Not involved. When the teacher is using all available extra time writing IEPs, less time is available to put the extra touches so needed in the classroom.	

QUESTION # 1-Q : Clerical activities (Mailing, phone, logging, etc.)

PROBLEMS	SUGGESTED SOLUTIONS*
Takes away from valuable teaching time. Excessive Too much paper work.	

QUESTION # 1-R : Use of compensatory time

PROBLEMS	SUGGESTED SOLUTIONS*
Was necessary for completion of records, but put us far behind in classroom work and basic activities. By the time we heard of compensatory time, our IEP were finished.	Cannot see how this can be improved unless the structure of IEP's is revised to take less time.

QUESTION # 1-S : Personal time

PROBLEMS	SUGGESTED SOLUTIONS*
There was no personal time until IEP deadlines were met. Much personal time is used for IEPs.	

QUESTION # 1-T : Contact with Project AID

PROBLEMS	SUGGESTED SOLUTIONS*
Should be more.	

QUESTION # 2 : What benefits do you Perceive in the IEP or in any of the activities that led up to its development?

PROBLEMS	SUGGESTED SOLUTIONS*
Parents do have a clear concise overview as well as detailed analysis of their child's work, handicaps and possibilities. Pinpointing needs of individual students with specific procedures to meet these needs. Better communication between parent and teacher should prove valuable. I see the benefit of IEPs; to offer communication between the student's parents and the program's goals. I think that the IEP helps a teacher to structure and plan for individual students. I do think that the October deadline did not allow adequate time to get to know the needs of individual students to facilitate IEP writing.	

QUESTION # 3 : Can you offer any comments on how the impact of the spring review phase differs from that of the fall phase?

PROBLEMS	SUGGESTED SOLUTIONS*
By spring, you are more knowledgeable about your students, their ability levels, performance etc.	
Spring review very comprehensive but not so hectic as fall.	

QUESTION # 4 : What other comments do you have?

PROBLEMS	SUGGESTED SOLUTIONS*
As an Instructional Aide, I only know there were many days I was alone in the classroom with the children, while the teacher was working on the IEPs. No other comments, as this is all I know concerning them.	

AIDES

UNIQUE RESPONSE

QUESTION #A-1 : Establishing routine classroom and/or itinerant functions

PROBLEMS	SUGGESTED SOLUTIONS
	Extending deadlines - hopefully, the 1977 school year was the only one in which there was a 15 day deadline for IEPs. Work should be done before school year starts.

QUESTION # 1-B: Classroom or itinerant planning time

PROBLEMS	SUGGESTED SOLUTIONS
We did not see an itinerant as often as we could have. Being an aide, I got a chance to be with the students all morning while the teacher and parents meet. Little time for planning but was a good chance to really know the kids. Teacher and aide have exactly 1/2 hr. free in a week in order to plan	Allow periods when entire class is out for special classes.

QUESTION #1-C : Instructional or therapy time

PROBLEMS	SUGGESTED SOLUTIONS
Instruction was not given to the aides so we could be of real help to the teachers. Teaching time was badly interrupted.	Suggest concrete ways we can relieve the teacher of paper work, routine form-filling.

QUESTION #1-D : Your personal relationships with students and/or parents.

PROBLEMS	SUGGESTED SOLUTIONS
Irritability on part of students due to being thrust into testing immediately upon returning to school. Not enough time to be with children . Teachers should be in class at all times.	Work should be done other then school hours.

QUESTION #1-E : Evaluation. screening. and other assessment activities.

PROBLEMS	SUGGESTED SOLUTIONS
A lot of paperwork and record keeping in Heath math.	I feel a change is very much needed in the math program - Dislike for Heath. Change to Addison-Wessley.

QUESTION #1-G : Instructional Aide functioning

PROBLEMS	SUGGESTED SOLUTIONS*
Teacher is LEA Rep. I was sometimes left alone with the class because of conferences.	Devise some simpler form that will take a minimum of time from the normal day.
Had to double up on teaching duties whenever teacher spent time for IEP, even with substitute present. Unfair to pupils.	Past inventory info. that is on record, could be filled in by supervisor.
Was left in room a great deal with students did not mind but was worried about legality.	
I felt the inventory was too lengthy and it took away a great precentage of my "teaching time."	
Over worked and had 2 children who have siezers. They also need constant watch.	
Since my involvement with IEP has been minimal, I find this form irrelevant.	
With this classroom setup this year, who would notice any problems!!	
Feel that aides should be given comp. salary for assuming charge of classroom in teacher's absence.	

QUESTION #1-F : Difficulties with referral procedures

PROBLEMS	SUGGESTED SOLUTIONS*
Too slow a process in getting students into classes.	Revision of channels.

QUESTION #1-H : Routine contact with supervisors

PROBLEMS	SUGGESTED SOLUTIONS*
There was no "routine" contact with supervisors - it would have been helpful.	
I hear the information second-hand from my teacher. The supervisor visits during class-time, therefore, leaving me to work with the children while the teacher is in conference with the supervisor.	

QUESTION # 1-I : Accessibility of student records

PROBLEMS	SUGGESTED SOLUTIONS
	The records would be much more accessible if kept in Norristown - not only is the distance from our building to Norristown much shorter but we are also at Norristown more often for regular business. I feel the supervisor should schedule visits at a time when she can reach both teacher and aide - communication is a necessary component and I think there should be greater over-all communication.

QUESTION # 1-J : Routine computer forms and other records.

PROBLEMS	SUGGESTED SOLUTIONS
Too many forms and too many changes in procedures occurred. Time consuming to fill out and keep organized.	Have this work be filled out by clerical or group of workers who do alot of the forms.

QUESTION # 1-L : IEP planning activities

PROBLEMS	SUGGESTED SOLUTIONS
	Bring teachers in befor classes start in Sept.

QUESTION # 1-N : IEP conferencing activities

PROBLEMS	SUGGESTED SOLUTIONS
With a large class conferences never ended and days were extended two hours past normal closing time.	I feel teacher and aide should both be involved in parent-teacher IEP conferences. Perhaps the MIT could substitute while conferencing takes place - I feel that the aide should have a part in the IEP conference.

QUESTION # 1-O : IEP writing activities

PROBLEMS	SUGGESTED SOLUTIONS
	Aide a teacher should work on them together- this was impossible because of time limitations.

QUESTION # 1-P : Availability of telephone

PROBLEMS	SUGGESTED SOLUTIONS
Phone available but in use all the time. No problem. Phone always available.	